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ABSTRACT

The Family Life Education optional unit of the Manitoba (Canada) Health Education curriculum reflects the current emphasis in health education on preventive medicine, total well-being, and the assumption of individual responsibility for health. The unit as a whole consists of four components: an overview and three grade level guides designed for grades 5, 7, and 9. The grade 5 instructional package is organized around five themes: "The Importance of Families"; "Human Growth and Development"; "Relationships and Responsibilities"; "Personal Safety"; and "Promoting Positive Lifestyle Practices." The package includes 15 age-appropriate lessons that contain student objectives, suggested activities, teaching aids, teacher background notes, references, and information about required materials. A list of family life education audiovisual resources is included. (IAH)

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family life education

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Grade 5

1990

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An Optional Health Education Unit

SP033434

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Manitoba
Education
and Training

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PREFACE

The Family Life Education optional unit of the Health Education curriculum consists of four components, the overview (a brief philosophical statement outlining rationale, goals, objectives and suggested implementation) and three grade level guides for Grades 5, 7 and 9.

The unit has been developed under the direction of a broadly based curriculum committee composed of representatives of parents, health educators, health-care professionals, school administrators, and teachers. It is based on commonly accepted values and reflects the contemporary needs and interests of Manitoban young people. This made-in-Manitoba Family Life Education optional unit represents the current emphasis in health education on preventive medicine, total well-being and the assumption, where possible, of individual responsibility for health.

The content of the Grades 5 and 7 instructional packages is organized around five themes:

1. The Importance of Families
2. Human Growth and Development
3. Relationships and Responsibilities
4. Personal Safety
5. Promoting Positive Lifestyle Practices

At the Grade 9 level, the content is organized around four themes:

1. The Importance of Families
2. Human Growth and Development
3. Dilemmas and Issues
4. Promoting Positive Lifestyle Practices

Lessons in the Dilemmas and Issues section include more in-depth information on subjects such as marriage and issues related to sexuality and reproduction such as sexual abstinence, teenage pregnancy, drugs and pregnancy, sexually transmitted diseases and sexual assault prevention.

At each grade level, the summary lesson at the end on well-being and lifestyle suggests positive ways to enhance health. The lesson provides students with an opportunity to recognize practices that compromise health, to plan ways to change such unhealthy behaviour and to develop health patterns consistent with optimal well-being.

Grade level materials include approximately fifteen age-appropriate lessons that contain student objectives, suggested activities, teaching aids, teacher background notes, references and information about required materials. The teaching methodology is varied and is consistent with standard practice in schools. Family privacy is to be maintained in all instruction.

Each grade level unit is intended to be taught within the time frame of the Health Education curriculum--a six- to eight-week block. Instruction time for Health at grade 5 is 60 minutes, for grades 7 and 9, 75 minutes per five-day cycle.

IT IS IMPORTANT THAT THE FAMILY LIFE EDUCATION OPTIONAL UNIT BE TAUGHT BY CAREFULLY SELECTED AND TRAINED TEACHERS. AVAILABLE COMMUNITY RESOURCES MAY ALSO BE USED TO SUPPORT CLASSROOM INSTRUCTION.

THE OVERVIEW AND THREE GRADE GUIDES ARE OPTIONAL, WHICH MEANS THAT THEY ARE PROPOSED FOR USE IN SCHOOLS AND ARE NOT CONSIDERED PROVINCIALLY MANDATED.

School divisions are encouraged to set up a Family Life Education review committee to study the materials and assess their suitability for use within the division. School divisions may make their own modifications according to the needs and interests of the children and parents they represent.

As has been the case in Manitoba for many years, parents who object to having Family Life Education taught at the school retain the option of withdrawing their children from all or portions of the instruction.

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GRADE 5	1.0 Importance of Families	Lesson 1.1

TOPIC

Family Structures: Family Collage or Family Puzzle

STUDENT OBJECTIVES

The student will be able to:

1. recognize a variety of family structures
   or
2. hypothesize about various family structures.

SUGGESTED STUDENT ACTIVITIES

- Participate in a discussion about types of families.
- Prepare a collage or complete a puzzle depicting a variety of family structures.

REQUIRED MATERIALS

- Large roll of brown paper, felt markers, magazines, glue, scissors, paper clips
  or
- Teaching Support: The Family Puzzle Activity Sheets
- Teacher Background Notes: Family Structures

RESOURCES

1. Leavenworth, Carol, et al. Family Living. Englewood Cliffs, NJ: Prentice-Hall, 1985.
2. Schlesinger, Benjamin. Families: Canada. Toronto: McGraw-Hill Ryerson, 1979.
3. Westlake, Helen Gum. Relationships. Lexington, MA: Ginn and Company, 1984.

DESCRIPTION OF LESSON

I. INTRODUCTION

Introduce the lesson by explaining that students will look at different family structures. A family is a committed group of people that lives together in a home and provides love, care, nurture and support for its members.

Discuss the various types of family groupings with the class and record students' suggestions on the board. Examples of students' suggestions may be:

- mother and father with children
- mother with children
- father with children
- childless couple

- two parents, children, grandparent(s)
- one parent, children, grandparent(s)
- grandparent(s) or other family member(s) with children
- blended families
- foster families
- group of adults with children (group home)

Emphasize that these groupings could also include other blood relatives, step-parents, step-children, or foster children.

II. SUGGESTED STUDENT ACTIVITIES (Choice of A or B)

A. Explain that students will create a class collage which will depict different family structures. Have students form pairs. Assign each pair a section of the collage. Ask each pair to select one family structure and illustrate it on its section of the collage. They may draw their pictures, cut out and paste pictures or use a combination of both. Each pair may give the family a fictitious name.

Have students fasten the collage to the wall. Students may volunteer to describe their illustrated family.

Question for discussion:

1. Does each collage section represent a family? Why?

B. Divide the class into groups of four or five students and explain that each group will receive a jigsaw puzzle. Each puzzle illustrates a different family grouping. Groups complete their puzzles and discuss which types of family grouping might be pictured.

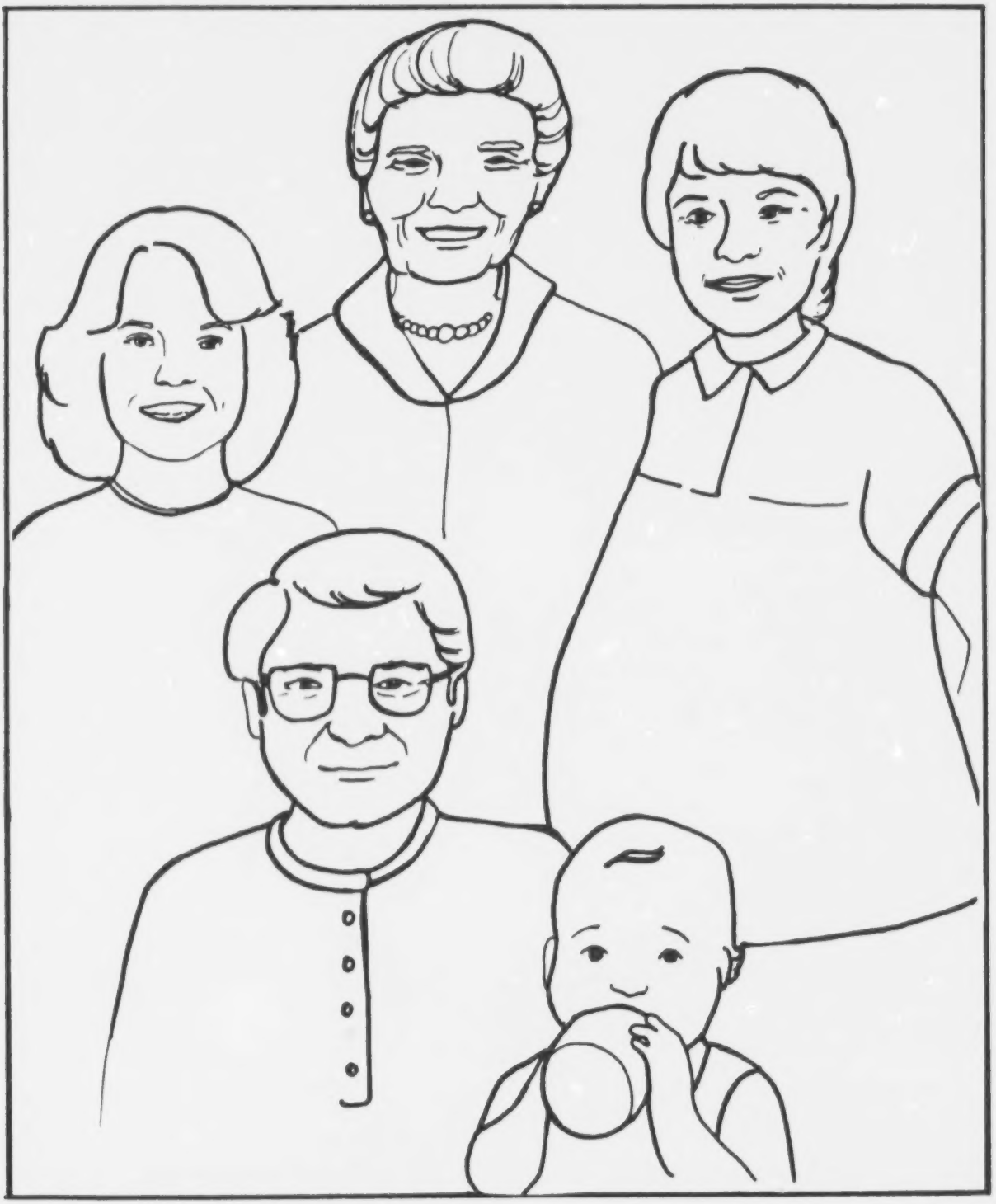
A group reporter will describe the puzzle and their interpretation of the puzzle with the larger group.

Questions for discussion:

1. Does each puzzle represent a family? Why?
2. What makes the grouping a family?

III. SUMMARY

Review the notion that there are many possible family structures. Regardless of structure, a family is a committed group of people who live together in a home and provide care, nurture and support for each member.



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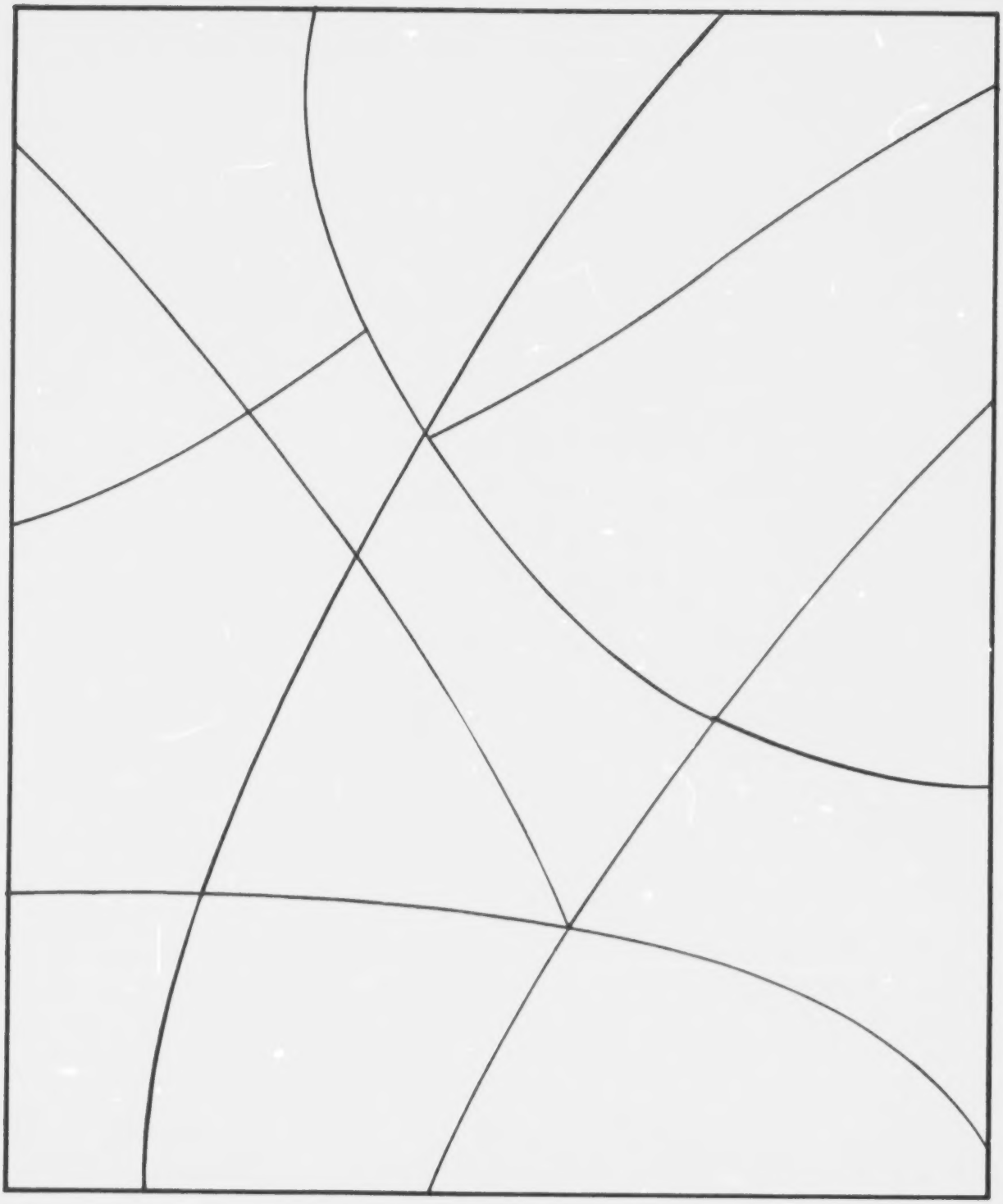

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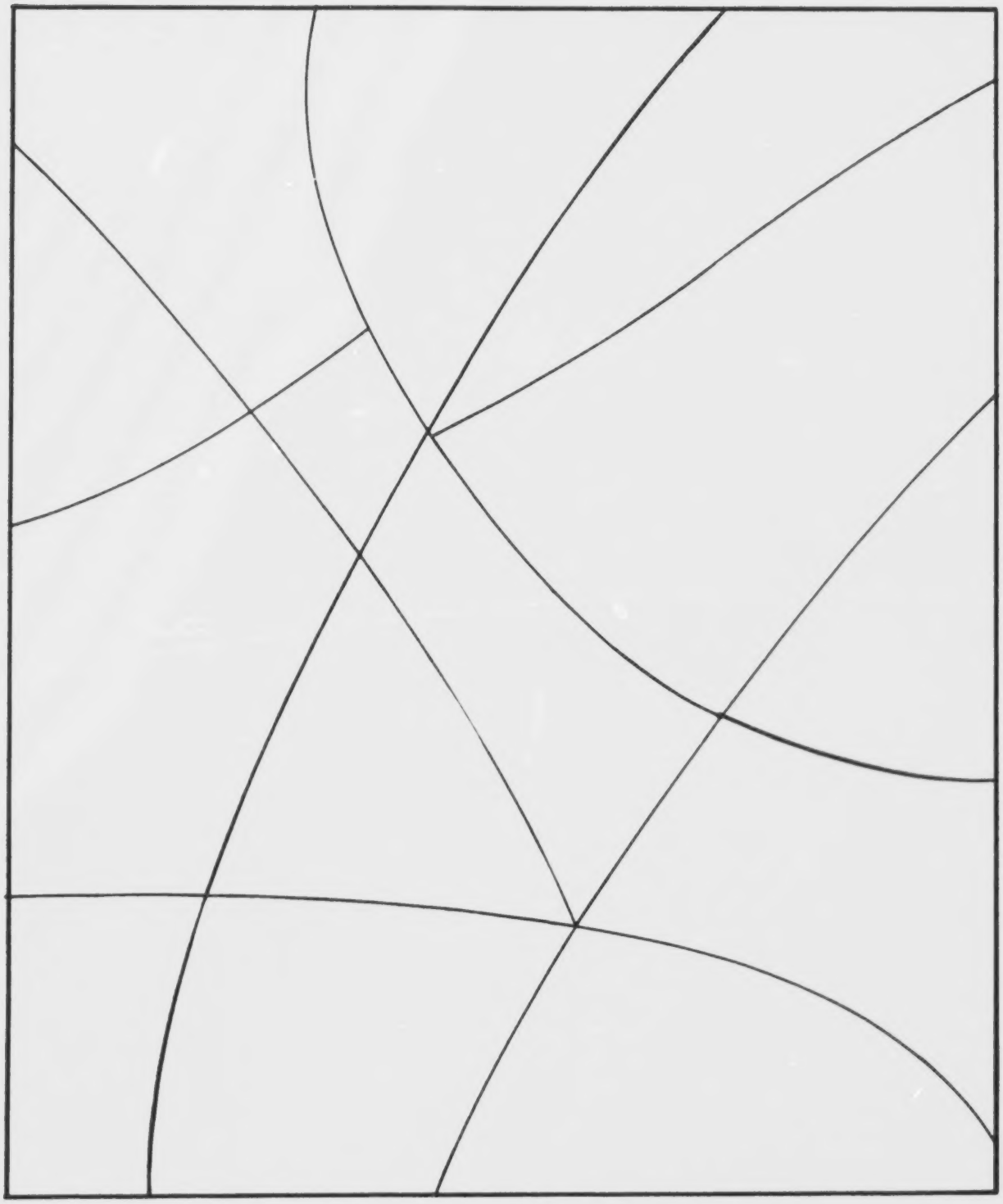

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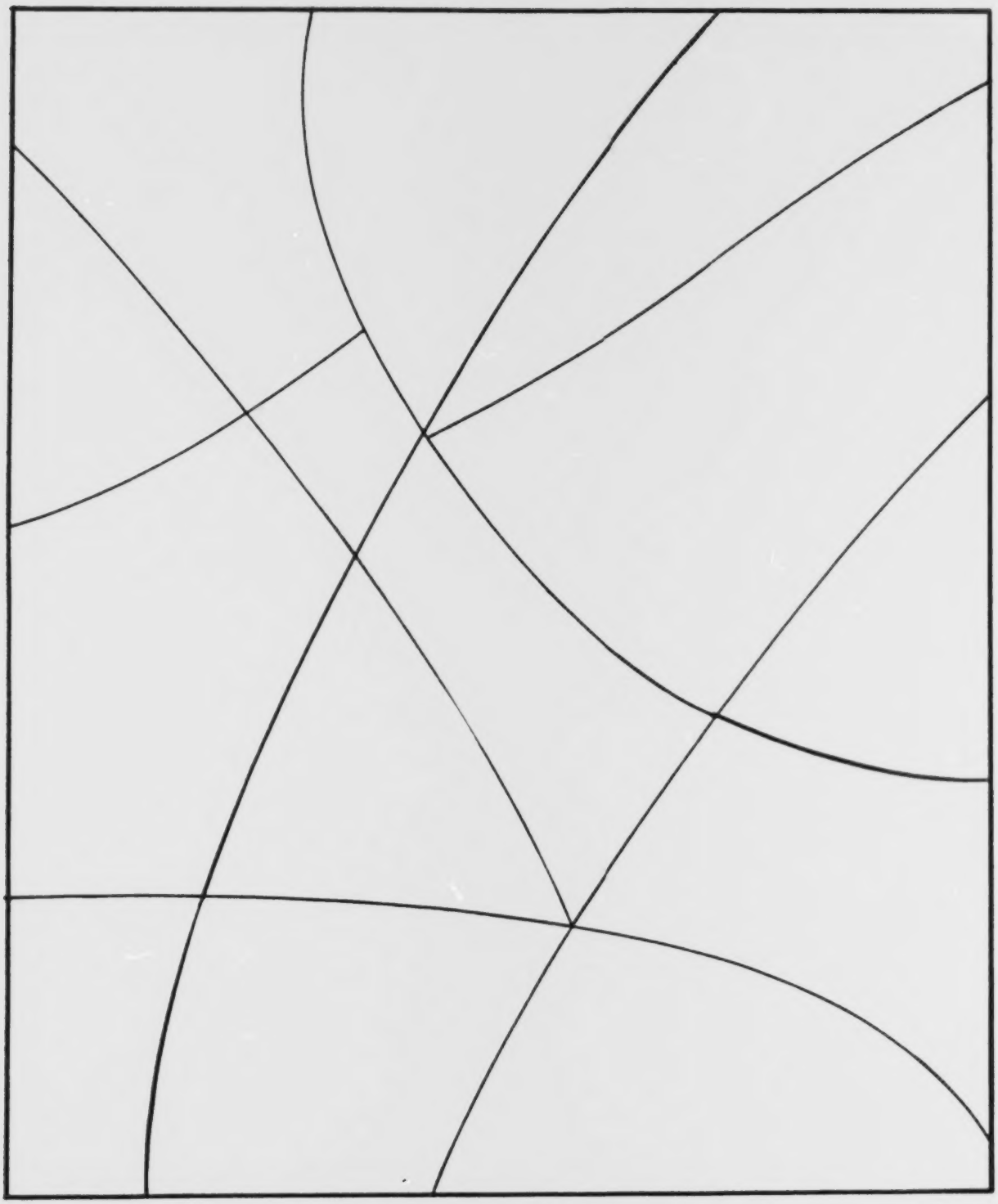

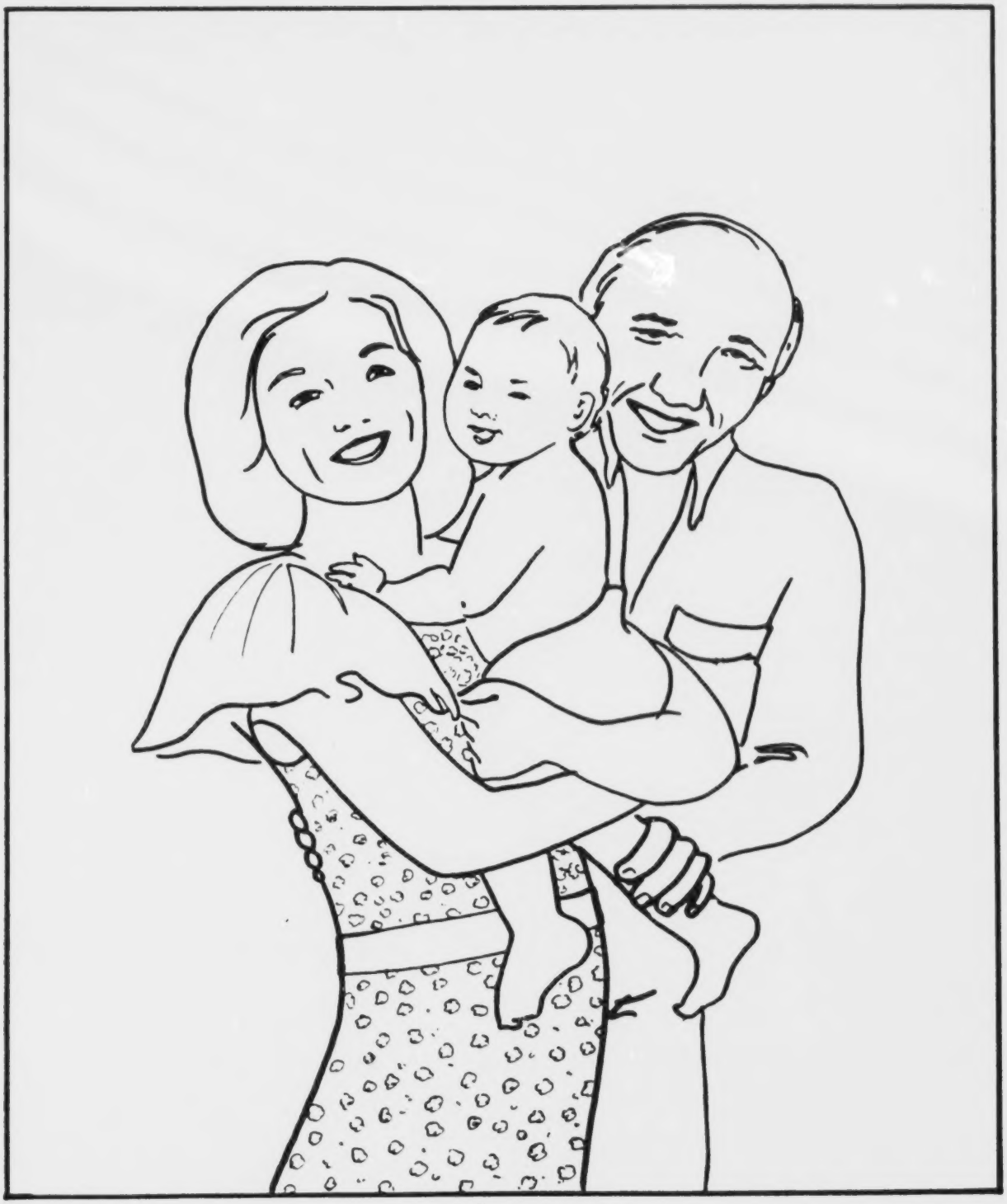

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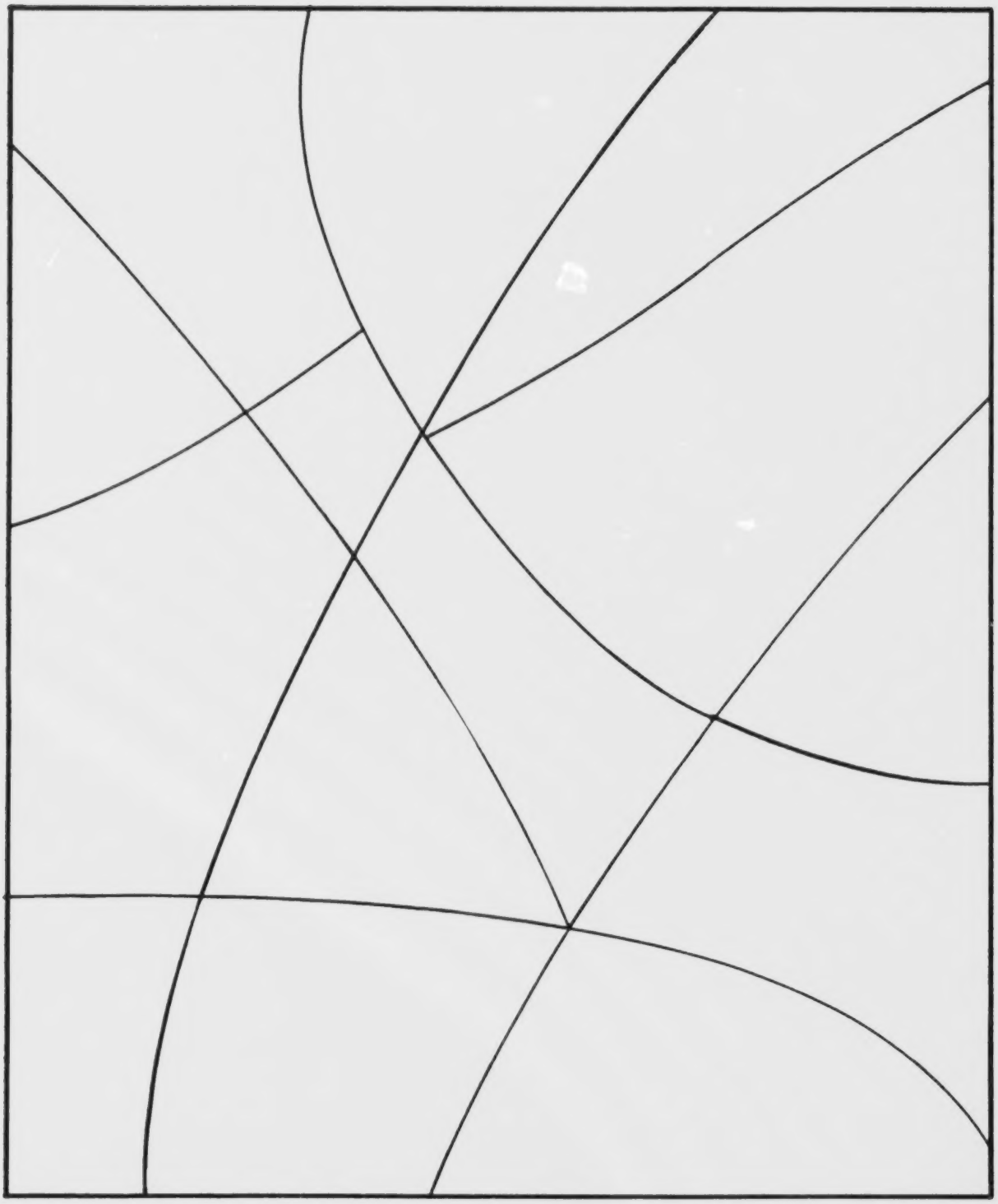

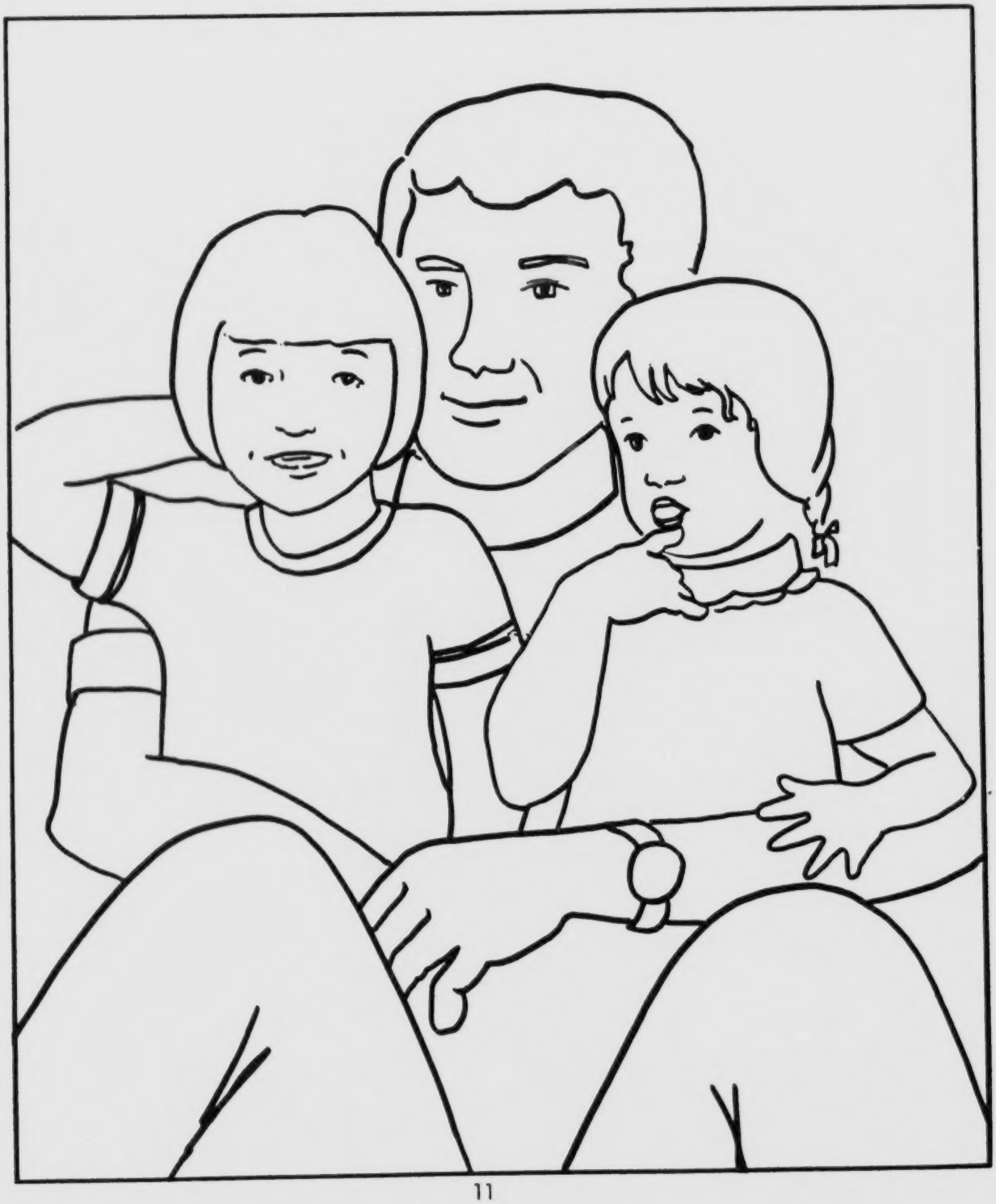

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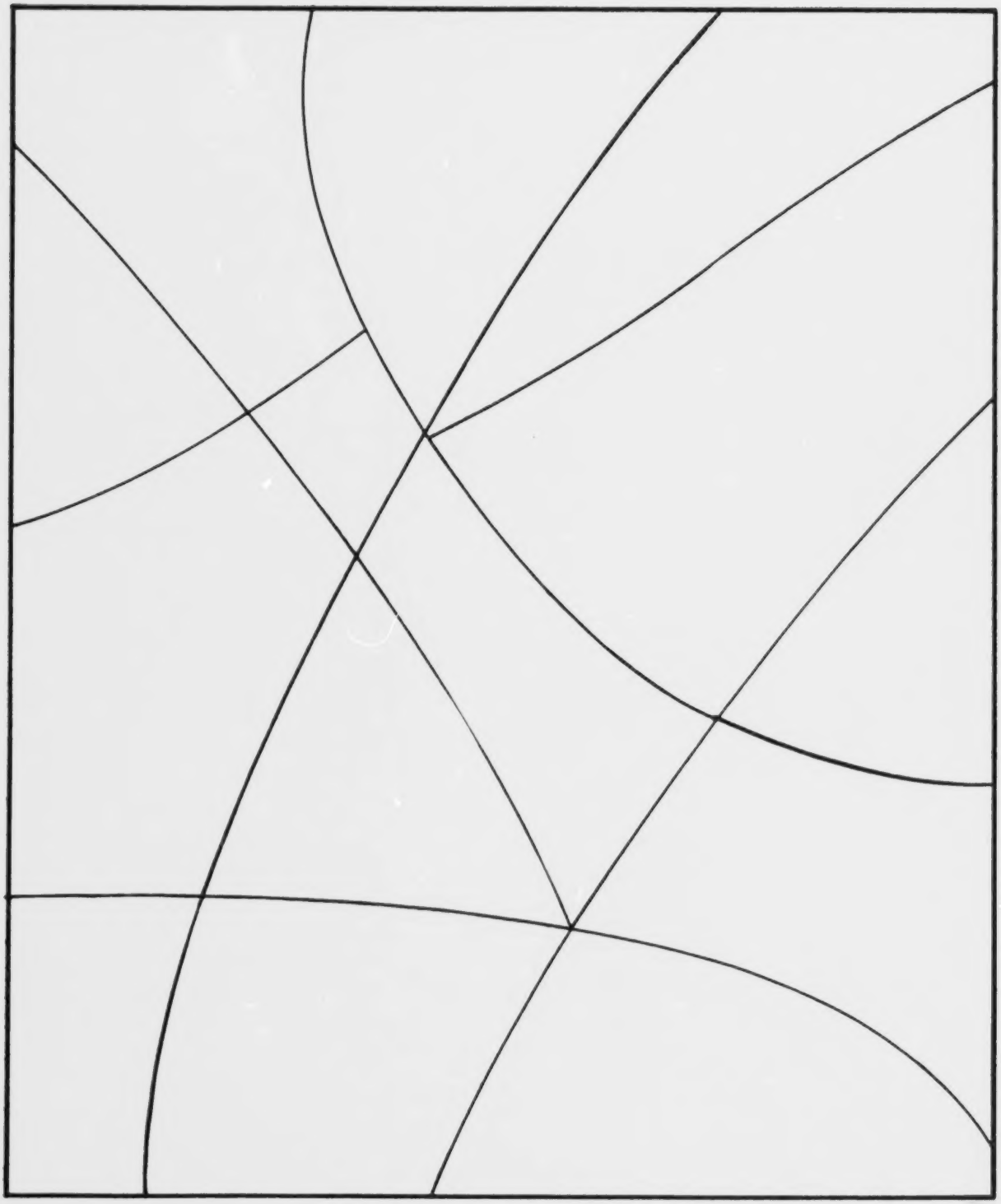


TEACHER BACKGROUND NOTES: FAMILY STRUCTURES

A family is a committed group of people that lives together in a home and provides care, nurture and support for its members.

Father, mother and children have formed the nucleus of the family in every part of the world. Today, there are many forms of family structure. These include:

I. Nuclear Family: father, mother, and one or more children

The nuclear family, consisting of father, mother, and children, live in a home where one or both parents provide for the family. It is a common family structure in Canada.

II. Single-Parent Family: one parent and one or more children

Single-parent families may be the result of parents' separation, divorce, the death of one parent or an individual's choice to raise a child without marriage. Following a separation or divorce, single-parent households are most often headed by the mother. Recent trends indicate that more fathers are being granted custody of their children.

III. Childless Family: a couple without children

These couples have formed family units that consist of two people. They may have made a decision not to have children.

IV. Adopted Family:

When families want children, adoption offers one way to create or increase a family. Through legal means, another person's child is accepted into one's family. The family chooses a new member with whom to share their love and material possessions.

V. Blended or Reconstituted Family: step-parents and/or step-children

There are many different types of remarriages, e.g., a divorced man with children may marry a widow with children. The family grouping may include children and step-children, parents and step-parents.

VI. Foster Family: father, mother, a child or children, relatives or friends

When children need a temporary home, usually in a time of crisis, other adults may agree to care for the children until the parents are able to handle their duties again.

VII. Extended Family: may consist of grandparents, aunts, uncles or cousins

An extended family is loosely defined as all relatives who are direct descendants of an individual. The group may include three or four generations living in one household.

REFERENCE:

Leavenworth, Carol. Family Living. Englewood Cliffs, NJ: Prentice-Hall Publishing, 1985.

GRADE 5	1.0 Importance of Families	Lesson 1.2

TOPIC Family Functions

STUDENT OBJECTIVES

The student will be able to:

1. describe a variety of family functions.

SUGGESTED STUDENT ACTIVITIES

- Prepare a list of family function words.
- Discuss the various functions of families.
- Complete a crossword puzzle on family function.

REQUIRED MATERIALS

- Teaching Support: Family Function Crossword Puzzle
- Teacher Background Notes: Family Functions

RESOURCES

1. Henderson, Gail. Dimensions of Life. Cincinnati, OH: South-Western Publishing Co., 1985.
2. Leavenworth, Carol. Family Living. Englewood Cliffs, NJ: Prentice-Hall, 1985.
3. Westlake, Helen Gum. Relationships: A Study in Human Behavior. Lexington, MA: Ginn and Company, 1984.

DESCRIPTION OF LESSON

I. INTRODUCTION

Explain to students that all humans have basic needs. There are physical needs (e.g., air, water, food, shelter, sleep) and psychological needs (e.g., love, sense of belonging, respect, esteem, self-fulfillment). Use the Teacher Background Notes for discussion of how the family meets the needs of its members.

The family has an important and primary influence on an individual.

II. SUGGESTED STUDENT ACTIVITIES

A. Using the chalkboard, define the term function and discuss some common family functions. Have students compile a list including such things as the following. Families:

- provide love
- provide encouragement for jobs undertaken.

B. Discuss some of the suggested words and indicate which type of need they fulfill.

C. Distribute the Family Function Crossword Puzzle. Ask students to complete it.

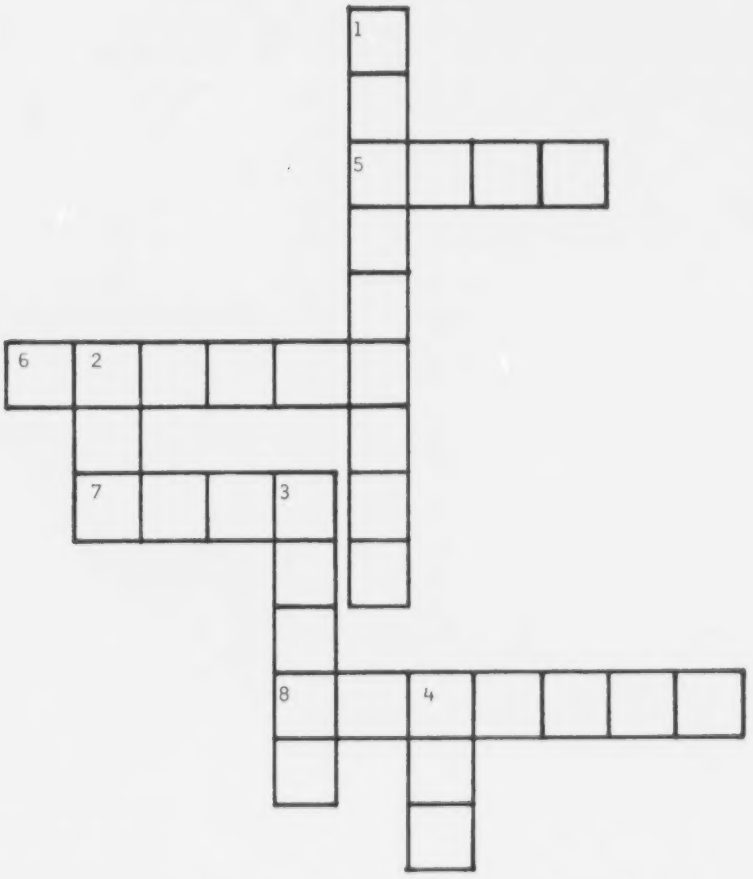
Questions for discussion:

1. What important functions are families responsible for?
2. What family needs seem most important to you?

III. SUMMARY

Reinforce the idea that the family unit provides for the primary (physical, social-emotional, intellectual, spiritual, and cultural) needs of its members.

FAMILY FUNCTION
CROSSWORD PUZZLE

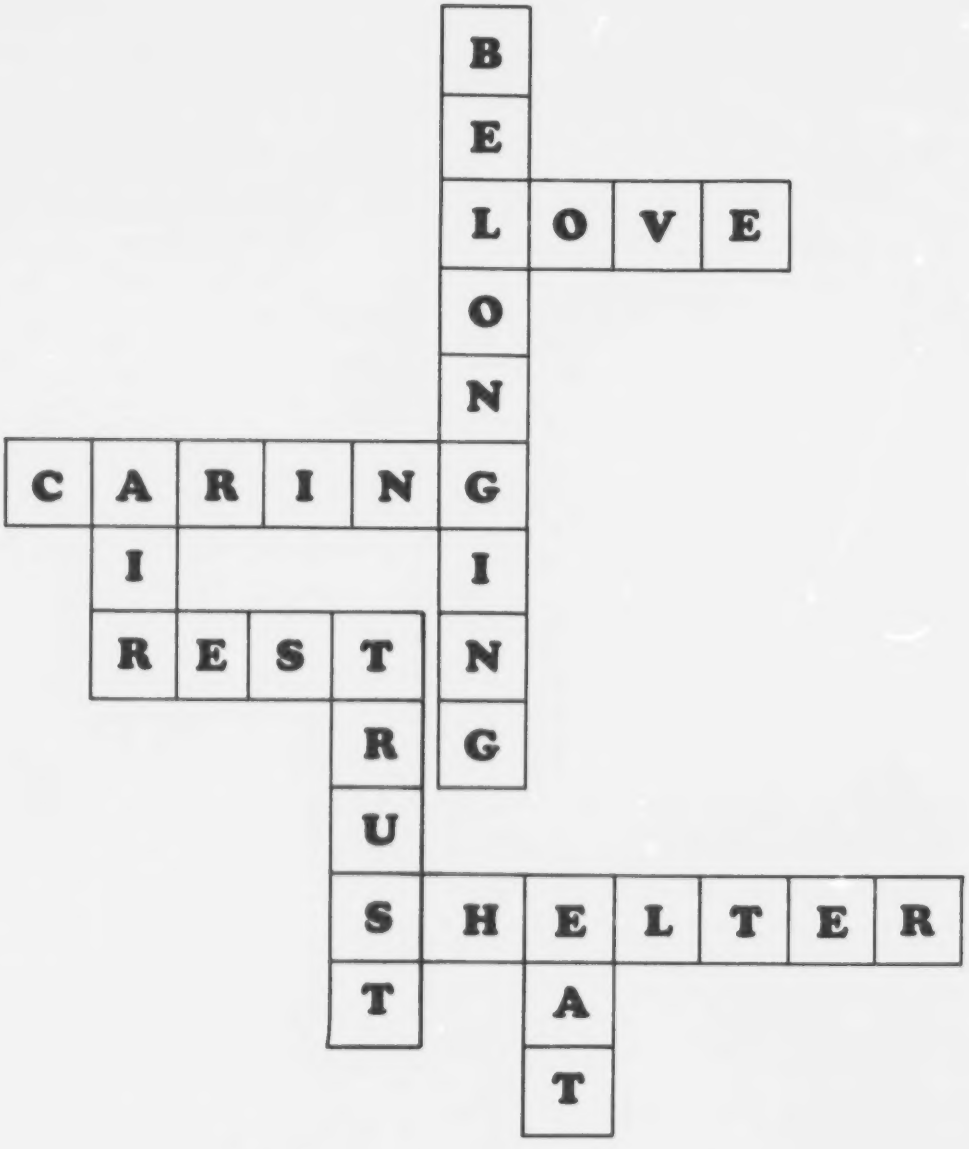


ACROSS

5. A hug is showing _____.
6. When I help a family member I show a _____ behaviour.
7. Another name for sleep is _____.
8. My house provides _____ from the rain.

DOWN

1. Being part of a family is _____.
2. We breathe in _____.
3. When we respect family rules our parents _____ us.
4. We _____ the food that is provided by our family.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TEACHER BACKGROUND NOTES: FAMILY FUNCTIONS

Well-being can be identified as an individual's quality of life in the physical, social-emotional, intellectual, spiritual, and cultural dimensions of life. These dimensions are part of a whole, are interdependent and contribute to a qualitative lifestyle. Each expresses a distinct aspect of well-being.

For additional information on how one's well-being can be defined by the major dimensions of life, review the "Teacher Background Information: Well-Being" in the Health Education Social-Emotional Well-Being Teaching Supports (Grade Seven).

Families play an important role in the well-being (health) of their members. The family functions as a unit of committed people who provide nurture, love, and support for its members.

A function can be defined as the action for which a thing exists, the purpose for which something is especially fitted. The family fulfills particular functions for the individual. These functions allow individuals to live their lives in a manner suitable to themselves and society. Another way to think about family functions is to consider why families are found in nearly all cultures throughout all the stages of history. Families fulfill functions that people desire or need.

Some functions of families are:

1. Providing protection

   Families provide protection from the time children are babies until they can manage to live on their own.

   a) Eleven-year-old Jason holds his young sister's hand to keep her from getting too near traffic.

   b) Mr. and Mrs. Gilbert added dead-bolt locks to all their doors and have encouraged their children to keep the doors locked for safety.

   c) Mr. Kowalchuk removed all cleaning materials from the lower cupboard to prevent his toddler from getting into dangerous chemicals.

   d) Katherine defends her young brothers when they are frightened by a bully at the baseball game.

2. Providing for physical needs - food, shelter, etc.

   A member or members of a family earn money to buy necessities for the family. These include such things as the food, clothing, shelter, transportation, health care, etc.

   a) Mrs. Anderson works as a legal secretary several days a week to increase the family income. Mr. Anderson is employed at a plant and does shift work. The family cooperates to see that he can rest. John Anderson has begun a paper route to help with the finances in the family.

   b) Mr. and Mrs. Mehta and their children are moving from an industrial town to a rural area because they wish to breathe fresh air.

   c) The Wiebes are a busy family with early morning sports practices affecting sons Sam and Gord three times a week. Family members take turns getting up early to make a hearty breakfast.

3. Providing values and beliefs for spiritual growth and shaping attitudes

   a) Joe attends church with his parents every week.

   b) The Lemoines demonstrate honesty and respect in their daily lives. John Lemoine found a wallet on the sidewalk. He telephoned the owner immediately.

4. Rearing of children

   The family unit has always been the accepted pattern for rearing children.

   a) John and Sally Hall are excited that Sally is pregnant. They are wallpapering a bedroom to serve as the nursery.

5. Providing love, affection and self-esteem

   The family can provide these important functions. The foundation is laid for receiving and giving love, affection, and self-esteem in the family.

   a) Jeffrey had a rough time. His best friend moved away. He felt sad, and his marks in school were poor. His family helped him when he needed them, by encouraging him, by giving him a hug, by listening and just by telling him that they loved him.

6. Nurturing

   Families promote the well-being and healthy development of all the family members through care, support and conveying of values.

a) Carolyn and Dave teach their children many skills, such as brushing their teeth, tying shoes, printing their names. Later they will teach many other skills, such as care of clothing, grooming, preparing food, driving a car.

b) The Cohens discuss issues with their children. They explain why the family feels some things are right and wrong.

c) Twelve-year-old Julie recognizes that family members are role models. She tries to set a good example. For instance, she tells three-year-old Billy, "We must wait in line until it's our turn."

7. Providing recreation

Leisure time and relaxation are a part of family life. Playing games or preparing for fun activities, for example, provide an opportunity to talk to one another.

a) The Mendozas enjoy camping during the summer. Some activities they share include, e.g., setting up a tent, gathering firewood, boating and swimming.

b) The Lees have decided to take a walk after dinner each evening to talk to each other.

REFERENCES:

1. Manitoba Education. Health Education Social-Emotional Well-Being Teaching Supports: Grade Seven. Winnipeg: The Department, n.d.

2. Henderson, Gail. Dimensions of Life. Cincinnati, OH: South-Western Publishing Co., 1985.

3. Leavenworth, Carol. Family Living. Englewood Cliffs, NJ: Prentice-Hall, 1985.

4. Westlake, Helen Gum. Relationships: A Study in Human Behavior. Lexington, MA: Ginn and Company, 1984.

GRADE 5	2.0 Human Growth and Development	Lesson 2.1

TOPIC

Body Changes: Physical Growth

STUDENT OBJECTIVES

The student will be able to:

1. recognize that children of similar ages grow at individual rates.

SUGGESTED STUDENT ACTIVITIES

- Record height and body measurements.
- Compare measurement data of children of different ages.

REQUIRED MATERIALS

- Meter sticks, measuring tapes, metric scale
- Teaching Support: Growing
- Transparency: Growing and Changing
- Teacher Background Notes: Growth of Boys and Girls

RESOURCES

1. ISIS. "The Body Changes (Activity 12)." Birth and Growth. Lexington, MA: Ginn, 1977.
2. Draper, Thomas, et al. See How They Grow. London: Glencoe, 1982.

DESCRIPTION OF LESSON

I. INTRODUCTION

Growth Stages and Changes

Introduce this part of the lesson by explaining that all living things grow and change. Children undergo many physical changes from birth onwards.

Growth is most rapid from birth to age five. Then growth slows until about age twelve when it increases again for a short time. This period is called puberty. Girls begin their growth spurt about ages ten to twelve, whereas boys grow more rapidly between twelve to fourteen.

This lesson will focus on variations of physical size to illustrate that children of similar age grow at their own rates but follow general growth patterns.

II. SUGGESTED STUDENT ACTIVITIES

A. Discuss some common growth changes of infants and children, from learning to crawl, going up and down stairs, riding a trike, tying shoelaces, skipping, to riding a two-wheel bike.

Show and discuss the overhead, Growing and Changing, which illustrates examples of early childhood events.

B. Explain the Growing worksheet and activity to the class. Have students select a partner. Each pair should complete the measurements and record data on their worksheet. Provide sufficient equipment. Encourage students to complete measurements before the next class.

C. Students could measure and record the height of five boys and five girls for each age from five through twelve at school. The teacher may wish to introduce the concept of average and plot the average height of five boys and five girls for each age group. A sample graph, Growth of Boys and Girls, is provided. Discuss findings.

Discuss the following questions:

1. Do all grade five classmates have exactly the same measurements, i.e., height, arm length?

2. After examining graphs of children aged five to twelve, what conclusions can be drawn about children's height and age?

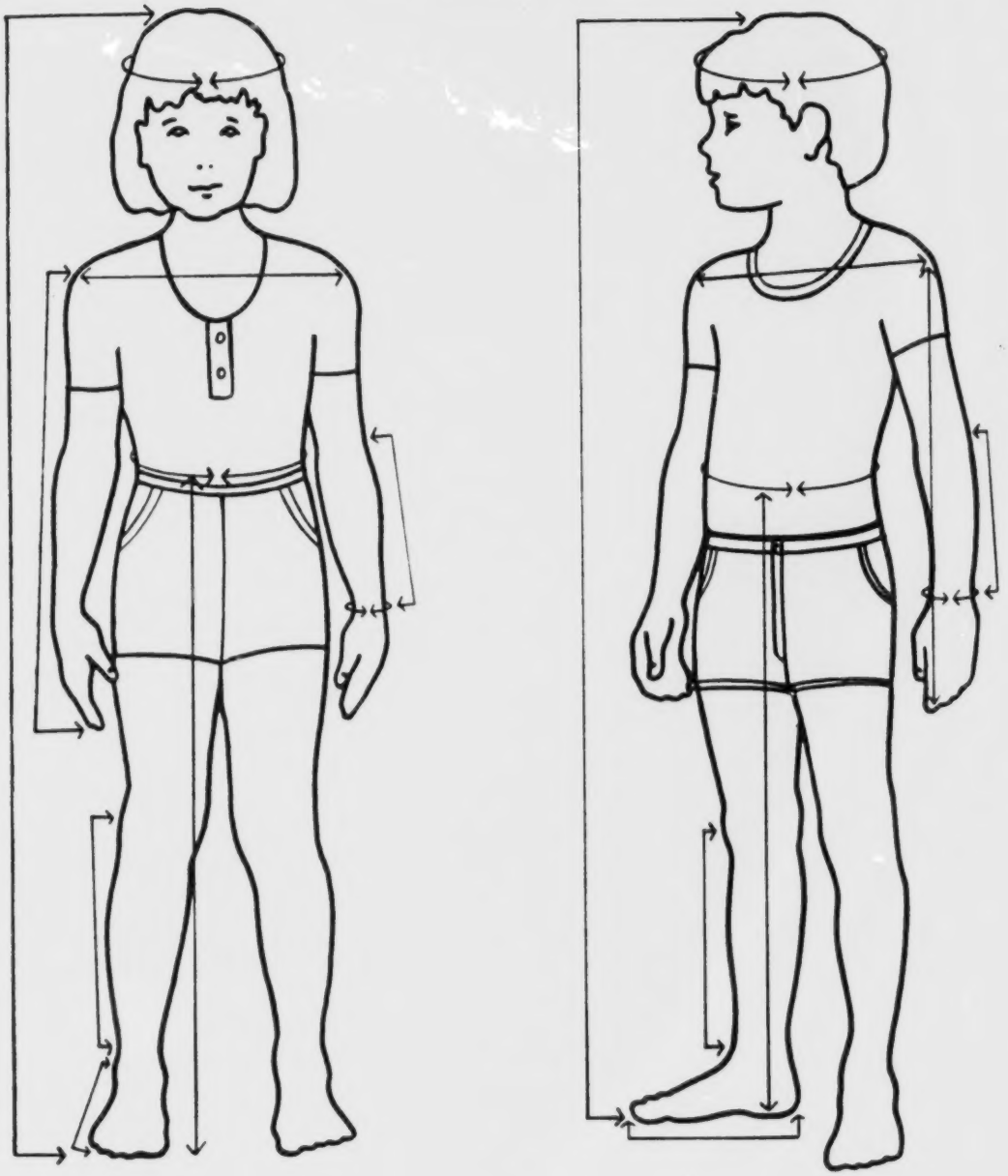
3. Discuss what is meant by average. What is the average height of all grade five boys? girls?

4. What factors influence growth (food, heredity, the body's use of food, exercise)?

III. SUMMARY

Emphasize that children grow at their own rate during childhood and that each child follows general patterns of growth. Students can look forward to a growth spurt at puberty, at about age ten to twelve for girls and twelve to fourteen for boys.

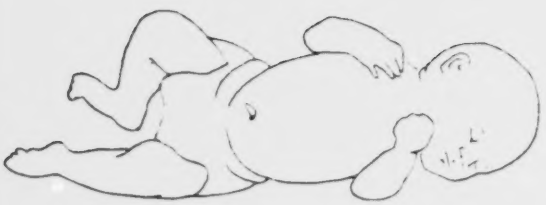
GROWING



With a partner measure:

- the distance around your head. _____ cm
- the distance from your fingertip to your shoulder. _____ cm
- the distance across your shoulders _____ cm
- the distance from your elbow to your wrist. _____ cm
- the distance around your waist. _____ cm
- the distance from your knee to your ankle. _____ cm
- the distance around your wrist. _____ cm
- your height. _____ cm
- the length of your foot. _____ cm
- the distance from your waist to the bottom of your foot. _____ cm

GROWING AND CHANGING

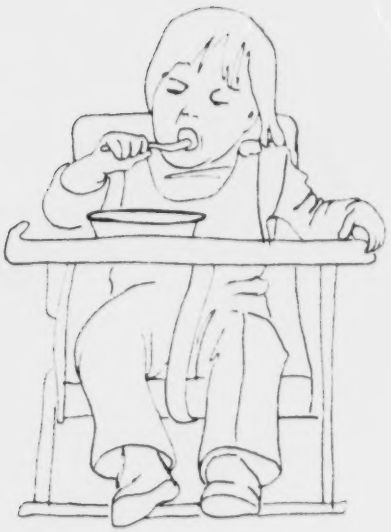


newborn

2 months

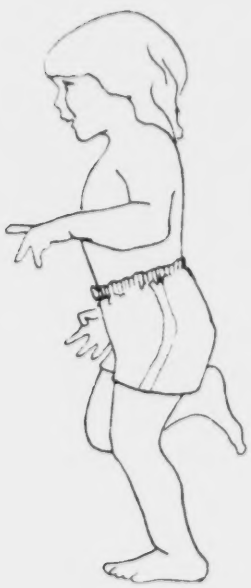
7 months

8 months



1 year

15 months



2 years

3 years

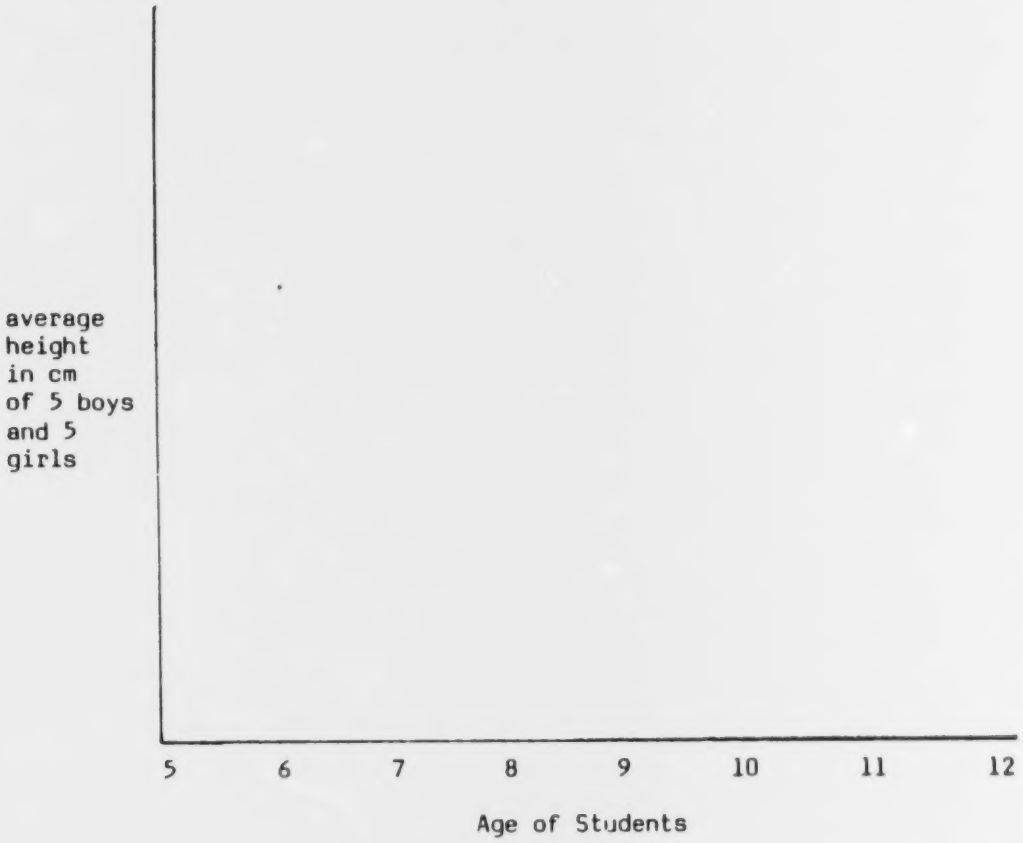
4 years

5 years

6 years

8 years

TEACHER BACKGROUND NOTES: GROWTH OF BOYS AND GIRLS



Key:

Δ girls
0 boys

SAMPLE CHART

GRADE 5	2.0 Human Growth and Development	Lesson 2.2

TOPIC

Major Body Organs

STUDENT OBJECTIVES

The student will be able to:

1. identify location, structure and function of major body organs.

SUGGESTED STUDENT ACTIVITIES

- Participate in discussion about location, structure and function of major body organs.
- Locate major body organs correctly on a model figure of the body.
- Identify male and female genitalia.
- Complete a crossword puzzle on Major Body Organs.

REQUIRED MATERIALS

- Teaching Support: Crossword Puzzle
- Transparencies: Major Body Organs
- Body Organs for bulletin board model
- Teacher Background Notes: Major Body Organs and Systems

RESOURCES

1. Human torso with removable parts from science lab
2. HBJ Health (Grade 5). New York: Harcourt Brace Jovanovich, 1983.
3. Meeks, L., and P. Heit. Health: Focus on You (Grades 4 and 6). Columbus, OH: Charles E. Merrill, 1982.
4. "Physical Well-Being." Health: Grade 3. Winnipeg: Manitoba Department of Education, 1988.
5. Public health nurse, science teacher

DESCRIPTION OF LESSON

I. INTRODUCTION

Major body organs are reviewed in this lesson. Its intent is to provide basic knowledge about the role and importance of major body organs, including the genitalia. The male and female reproductive organs are introduced prior to lessons on the male and female reproductive systems.

II. SUGGESTED STUDENT ACTIVITIES

A. Have students complete the crossword puzzle which is provided. Provide the answer sheet and review answers with the class. If students' background on content is weak, continue to B. Otherwise, move on to C.

B. Using the resource materials, prepare a full-sized body poster, life-sized organs and labelled organ cards. Tape the model and cards to the wall. Using an overhead transparency and overlay of the body, review by naming each major body organ. Describe the function, structure and the correct position of each organ. Encourage students to position the organs correctly on the model and attach each organ card to the correct organ.

C. Reinforce the idea that boys and girls have identical major body organs with the exception of the genitals. Discuss the term, "genitals." Using the overhead transparency Major Body Organs, have the students:

1. Name and locate the outer part of the male and female genitalia (boys: penis, scrotum; girls: vulva).

2. State that boys have two inner reproductive organs called testes (testicles); girls have two inner reproductive organs called ovaries.

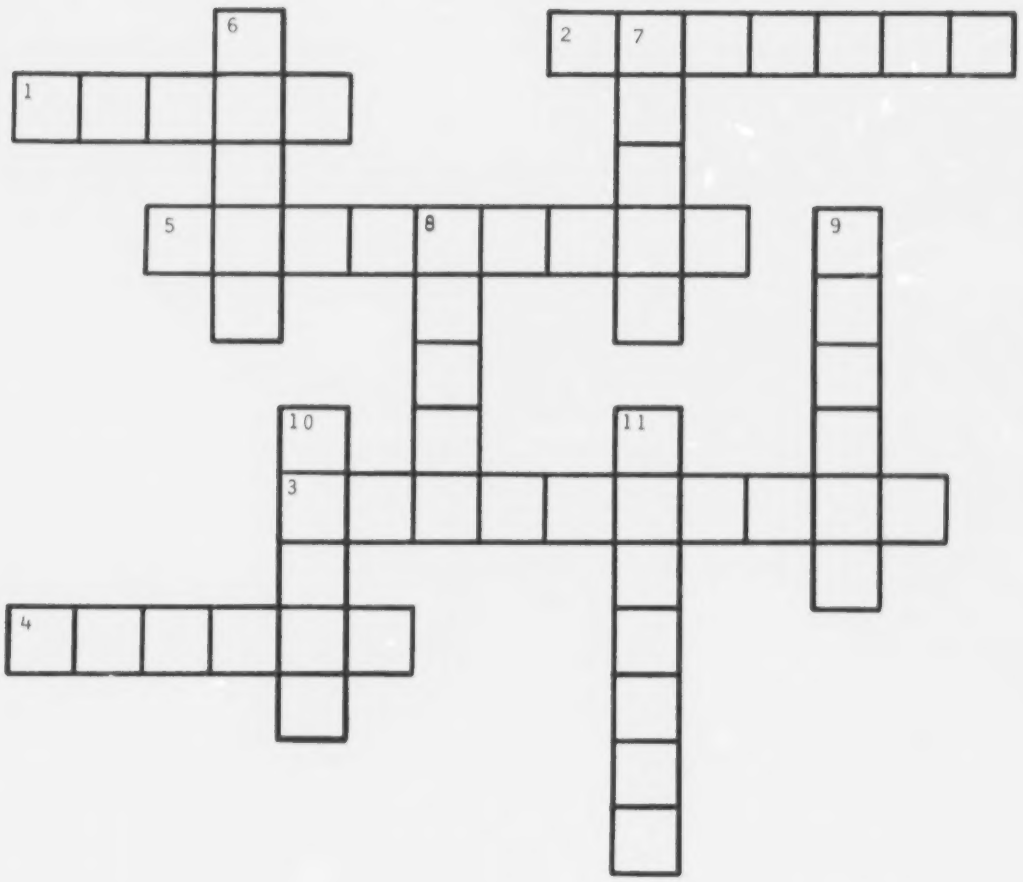
Discuss the importance of the reproductive organs in the development of new life: beginning at puberty, the testicles produce the reproductive cells called sperm and the ovaries produce the female reproductive cells called ova.

III. SUMMARY

The human body is made up of many major organs. An organ has a specific function (job) to perform. Related organs work together to assist the body to do its work smoothly and efficiently, such as breathing, moving, pumping blood, digesting food, removing wastes, fighting disease, thinking, regulating temperature, and reproducing new life.

Emphasize that each person can take increasing responsibility to care for his/her body. Health practices that encourage wellness include: adequate exercise and rest, nutrition, cleanliness, immunization, and regular medical supervision.

MAJOR BODY ORGANS
CROSSWORD PUZZLE



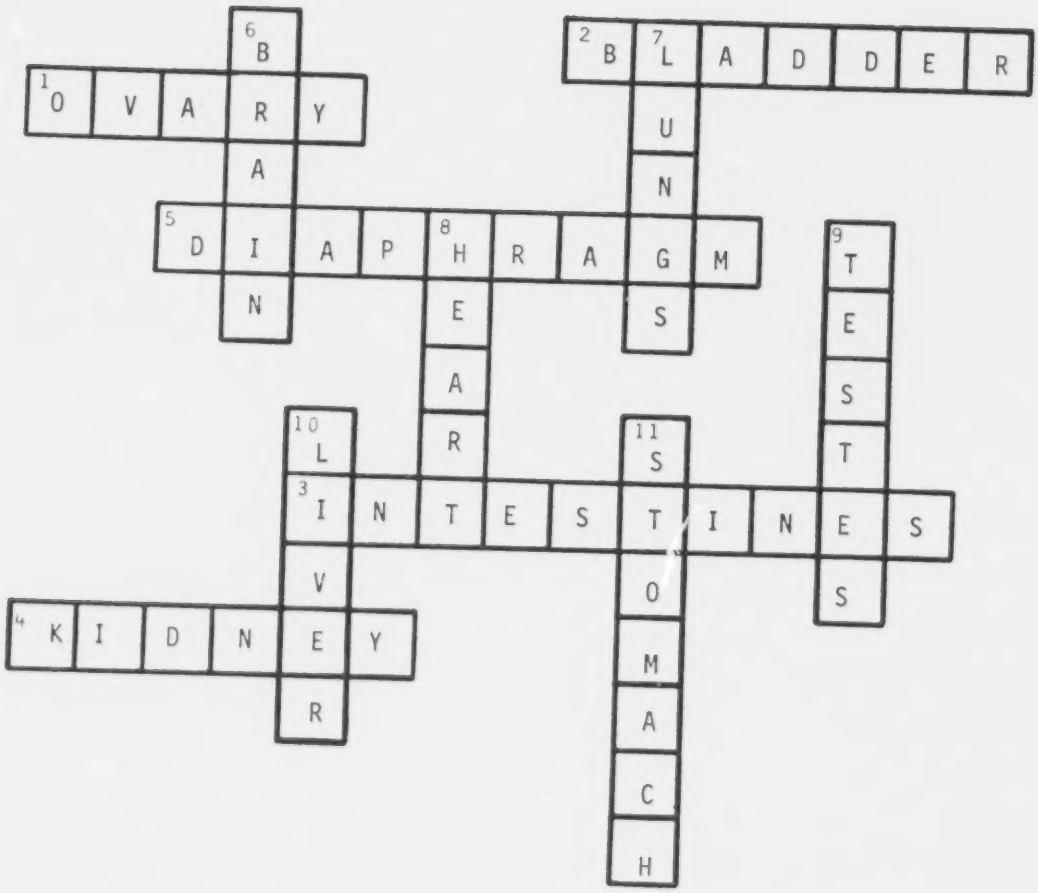
ACROSS

1. An ovum is produced by the _____.
2. Urine is stored in the _____.
3. Digestion of food is completed in the _____.
4. Urine is produced by the _____.
5. A large muscle that separates the abdomen from the chest in humans is the diaphragm.

DOWN

6. Memory and intelligence are a function of the _____.
7. The _____ help us breathe.
8. The _____ pumps blood around the body.
9. Sperm is produced in the _____.
10. The _____ cleans the blood of wastes and poisons.
11. The organ that acts as a storage tank for food is called the _____.

stomach	bladder	intestines
lungs	ovary	kidney
liver	brain	testes
		heart


6 B
1 O V A R Y
A
5 D I A P 8 H R A G M
N E S
A
10 L R 11 S
3 I N T E S T I N E S
V O
4 K I D N E Y M
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H
2 B 7 L A D D E R
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N
9 T
E
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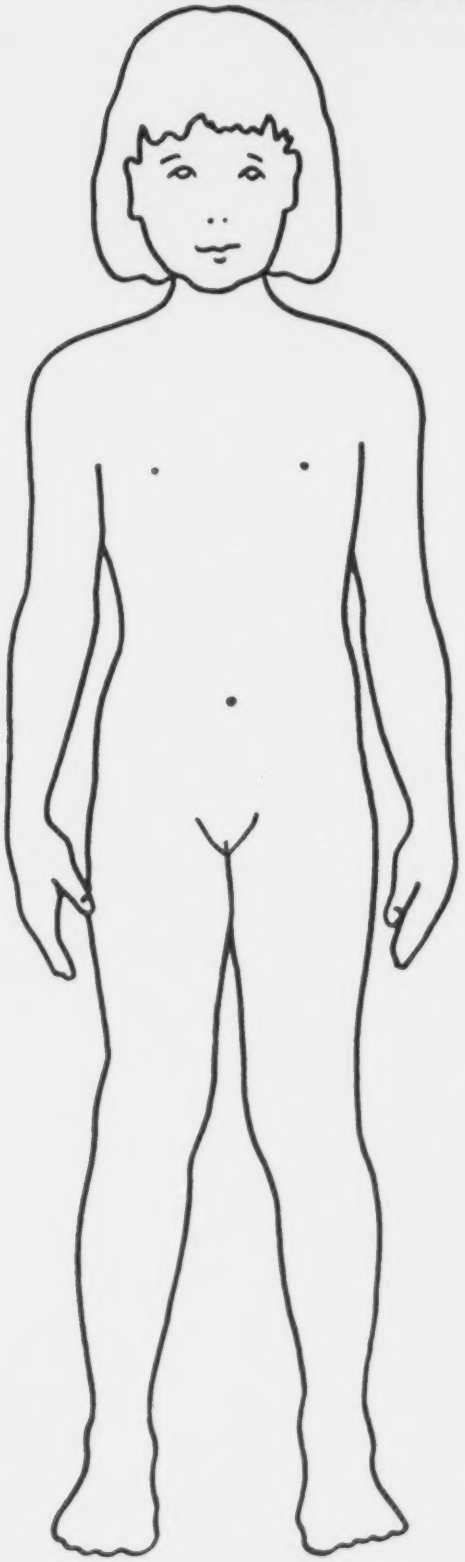
T
S

Use sensitivity in discussing this overhead.

5 2.2
TRANSPARENCY

MAJOR BODY ORGANS



heart

brain

stomach

lungs

kidneys

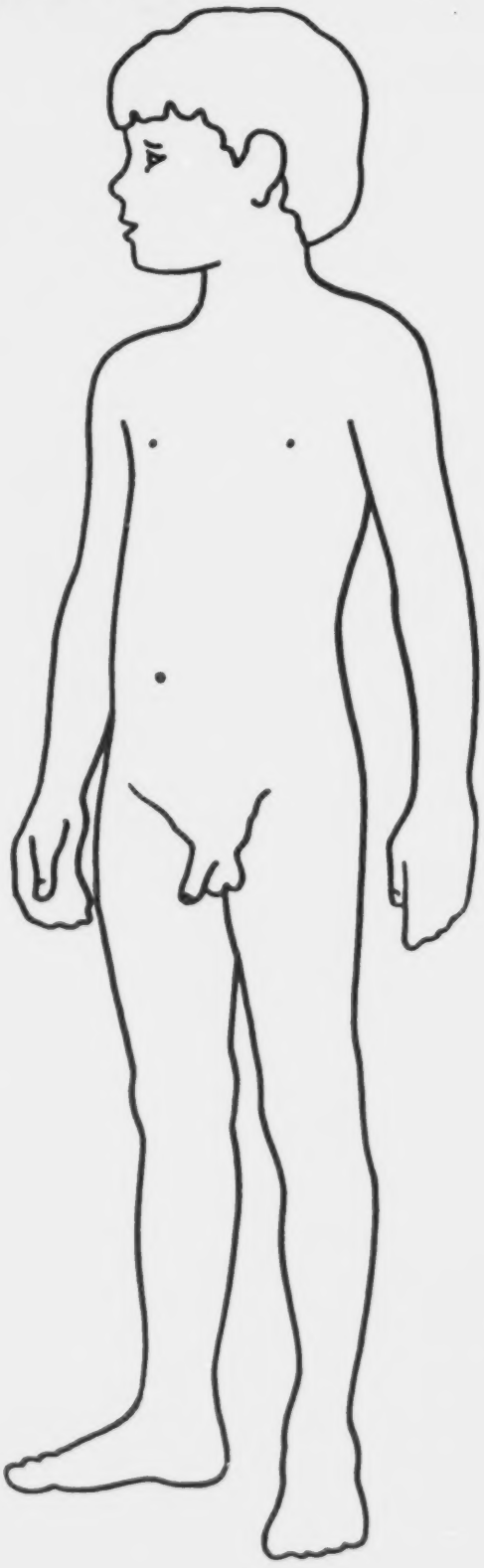
testicles

ovaries

scrotum

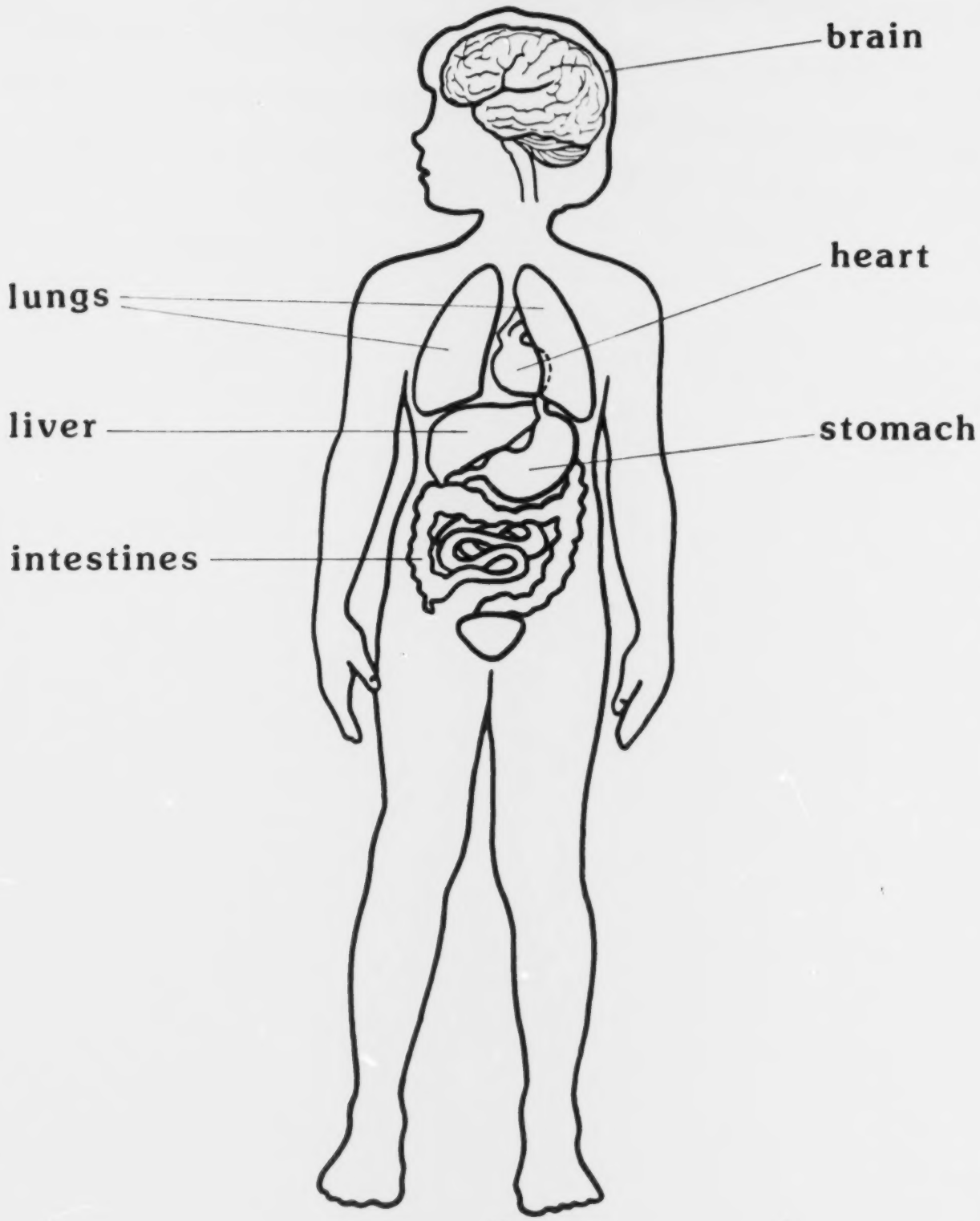
penis

vulva

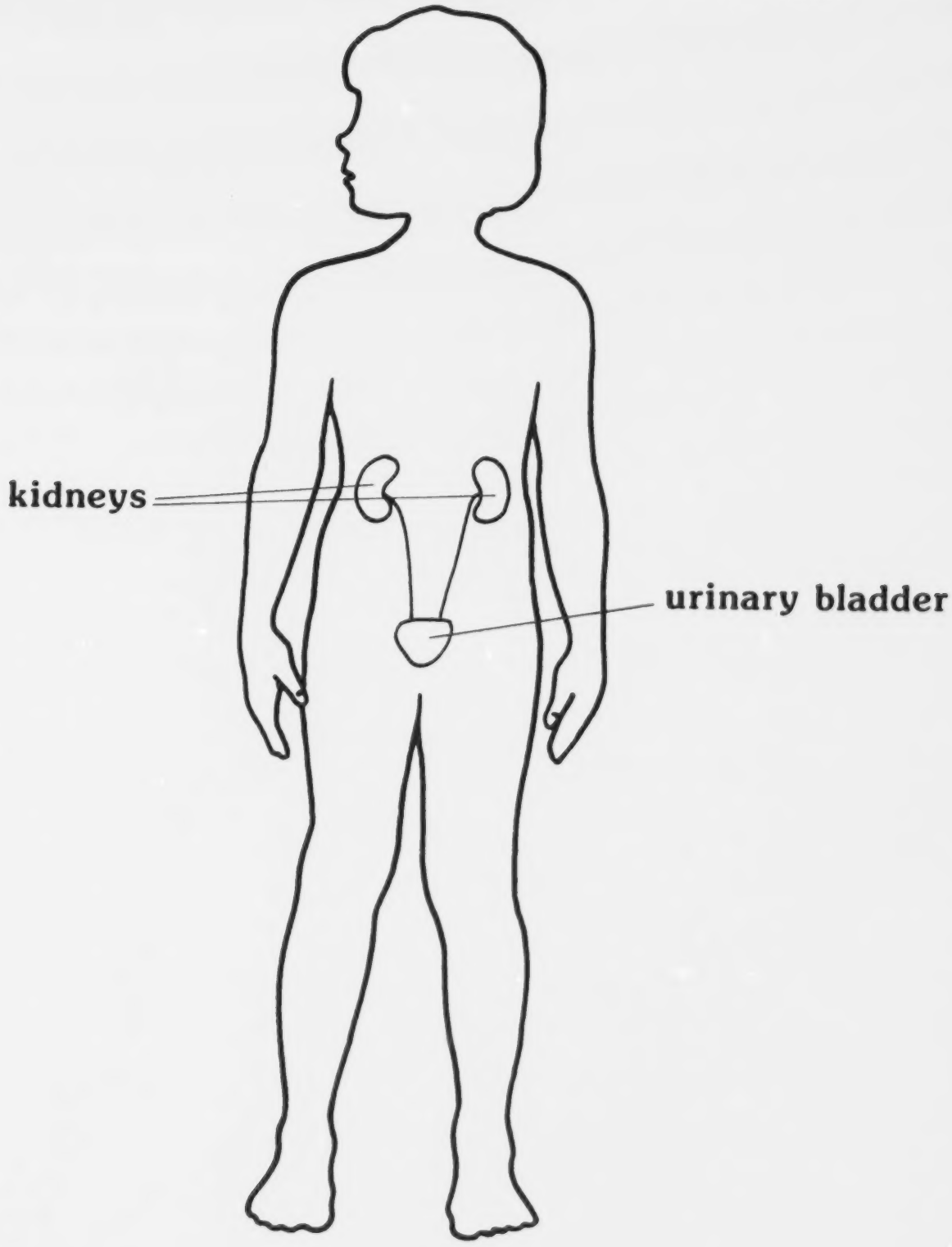


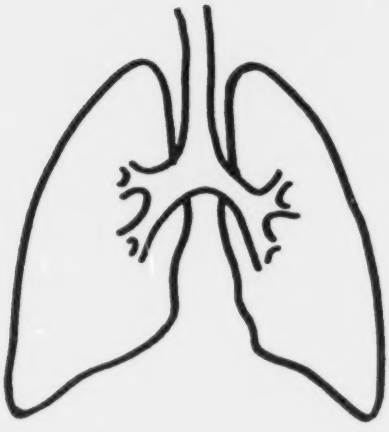
43

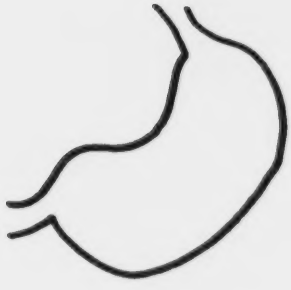
MAJOR BODY ORGANS

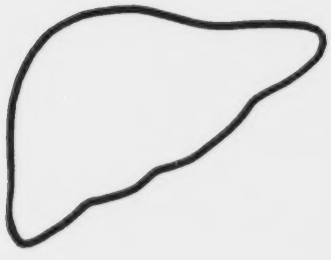


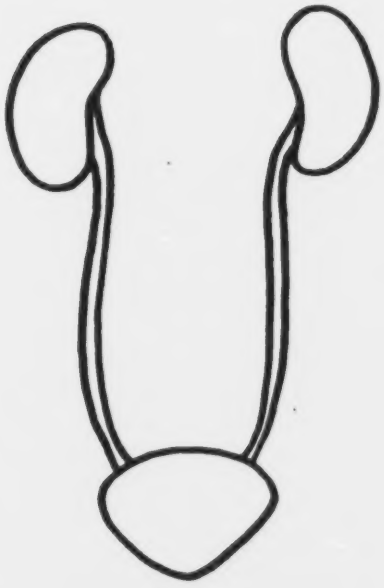
5 2.2
TRANSPARENCY











TEACHER BACKGROUND NOTES: MAJOR BODY ORGANS AND SYSTEMS

1. BRAIN - nervous system
   Function - regulates thinking, memory, balance, coordination

2. LUNGS - respiratory system
   Function - provide air and oxygen for the body and exchange it for body wastes (carbon dioxide)

3. HEART - circulatory system
   Function - pumps blood with nutrients and oxygen to all parts of the body

4. STOMACH AND INTESTINES - digestive system
   Function - change food into forms that can be used by the body and eliminate wastes

5. LIVER - digestive system
   Function - breaks down chemicals; cleans the body of harmful wastes; aids in digestion of fats; stores energy (in the form of glycogen)

6. KIDNEYS AND BLADDER - excretory system
   Function - remove liquid wastes from the blood and produce urine which is stored in and later removed from the urinary bladder

7. TESTICLES (TESTES) AND OVARIES - male and female reproductive systems
   Function - allow for reproduction of new life

NOTE: In the crossword puzzle that accompanies this lesson, a large muscle called the diaphragm is introduced. This muscle separates the chest and related organs from the abdomen. It is only found in mammals. The muscle assists in breathing.

The levels of organization of life (cells, tissues, organs, systems) reflect a simple to complex development.

Cells are the basic building blocks of the body. There are many kinds of cells (i.e., muscle, bone, skin, etc.). The adult body contains trillions of cells.

Tissues are groups of like cells that have a specific function.

Organs are made up of tissues and have a specific function. Related organs are grouped into a body system. For example, the heart, veins, arteries, and capillaries are organs of the circulatory system.

Eleven body systems work together to carry out the many functions of daily living.

1. Digestive System)
2. Circulatory System)
3. Respiratory System) SUPPLY AND TRANSPORT
4. Excretory System)
5. Lymph System)
6. Muscular System)
7. Skeletal System) SUPPORT AND PROTECTION
8. Integumentary (Skin) System)
9. Endocrine System) CONTROL AND REGULATION
10. Nervous System)
11. Reproductive System) REPRODUCTION

GRADE 5	2.0 Human Growth and Development	Lesson 2.3

TOPIC

Male Reproductive System

STUDENT OBJECTIVES

The student will be able to:

1. identify characteristic changes that begin in boys at puberty,
2. identify major male reproductive organs and functions.

SUGGESTED STUDENT ACTIVITIES

- Participate in an illustrated lecture and discussion about the male reproductive system.
- Discuss gradual physical, emotional and social changes that begin at puberty.

REQUIRED MATERIALS

- Transparencies (2): Male Reproductive System
- Filmstrip: There's a New You Coming (boys)
- Film: Boy to Man
- Teacher Background Notes: Male Reproductive Organs; Puberty and Changes

RESOURCES

1. Meeks, L., and P. Heit. Family Living and Human Reproduction, Toronto: Merrill, 1982.
2. Public health nurse, doctor, health educator

DESCRIPTION OF LESSON

I. INTRODUCTION

During the years of change from boyhood to adulthood, boys' bodies undergo remarkable changes.

Puberty begins when the pituitary gland at the base of the brain sends hormones (body chemicals) to parts of the body. The testicles are stimulated to produce sperm cells and other hormones influence sexual maturation and growth.

Physical changes are most noticeable. A growth spurt, accompanied by sexual, social and emotional changes, occurs gradually.

Boys usually enter puberty one to two years later than girls. Most growth changes are completed by ages sixteen to twenty.

II. SUGGESTED STUDENT ACTIVITIES

A. Puberty changes in boys. Boys may enter puberty between the ages of twelve and fourteen. Using the overhead transparencies, discuss body changes that indicate the onset of puberty in males. Introduce either the film or filmstrip. Afterwards, discuss key points about change at puberty.

Questions:

1. What common changes at puberty can boys look forward to?

   . growth in height
   . increase in mass
   . growth in shoulders
   . skin changes -- coarser, oilier
                  -- armpits, feet and genital areas produce perspiration and odour
   . hair growth -- facial: upper lip, chin
                 -- ancillary: chest, legs, armpits, pubis
   . muscular growth

2. List indicators of later maturity of young adolescents.

   . growth in genital organs
   . maturation of reproductive system
   . social changes

3. What is the importance of puberty for boys?

B. Review the male reproductive organs and functions using the overhead transparencies. Use correct terms, i.e., scrotum, testicles, vas deferens, and penis.

NOTE: The tube inside the penis--the urethra--is part of the reproductive and excretory systems. The reproductive and excretory systems are closely related.

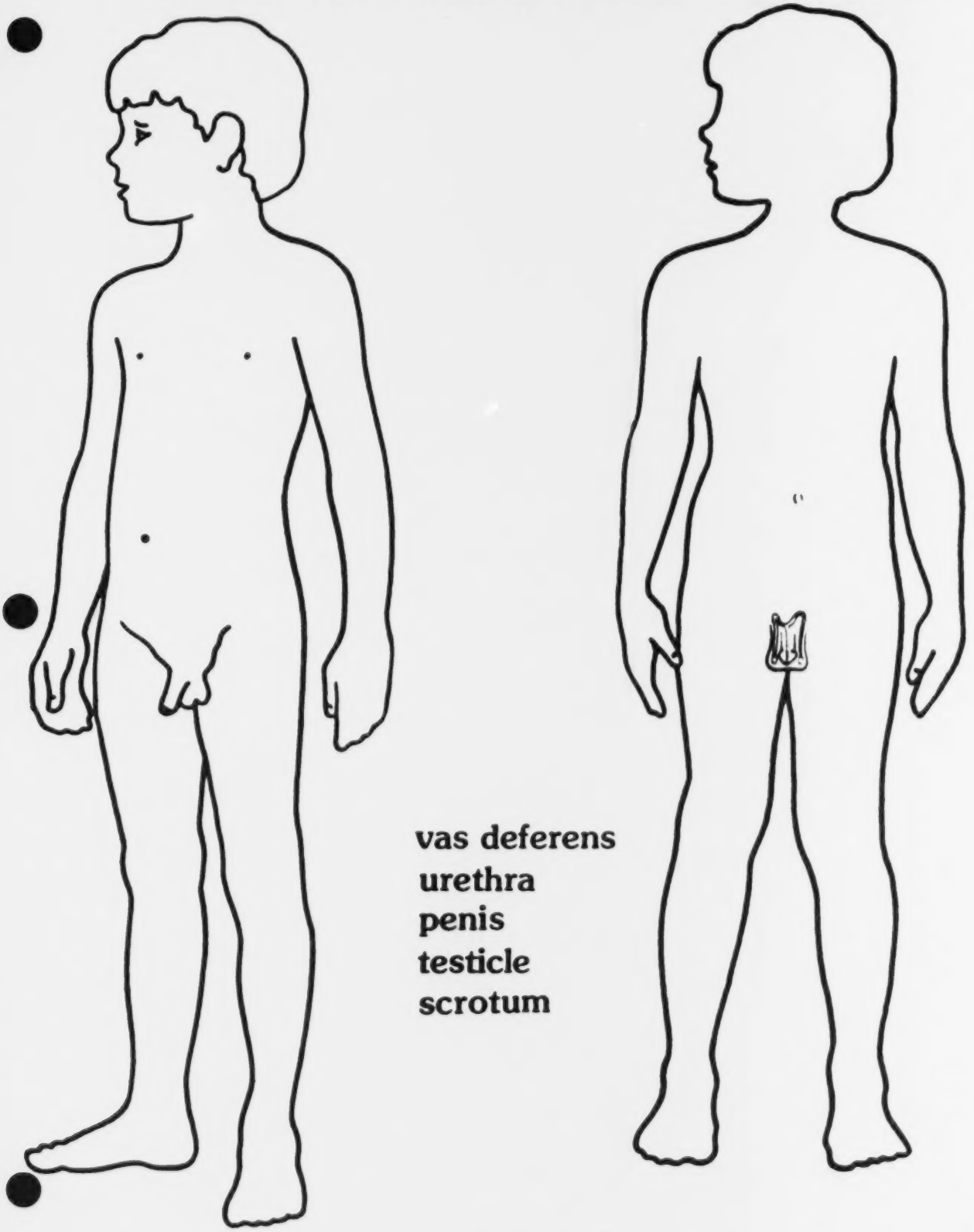
C. Discuss the importance of keeping the body clean. Boys should wash or bathe regularly. Those who are not circumcized should wash the genitals daily to remove any smegma (perspiration, urine or secretions) that may accumulate under the foreskin. It may be explained that some families favour circumcision for cleanliness and/or religious beliefs.

III. SUMMARY

While all boys follow similar patterns of growth and development, each boy changes and matures at his own rate.

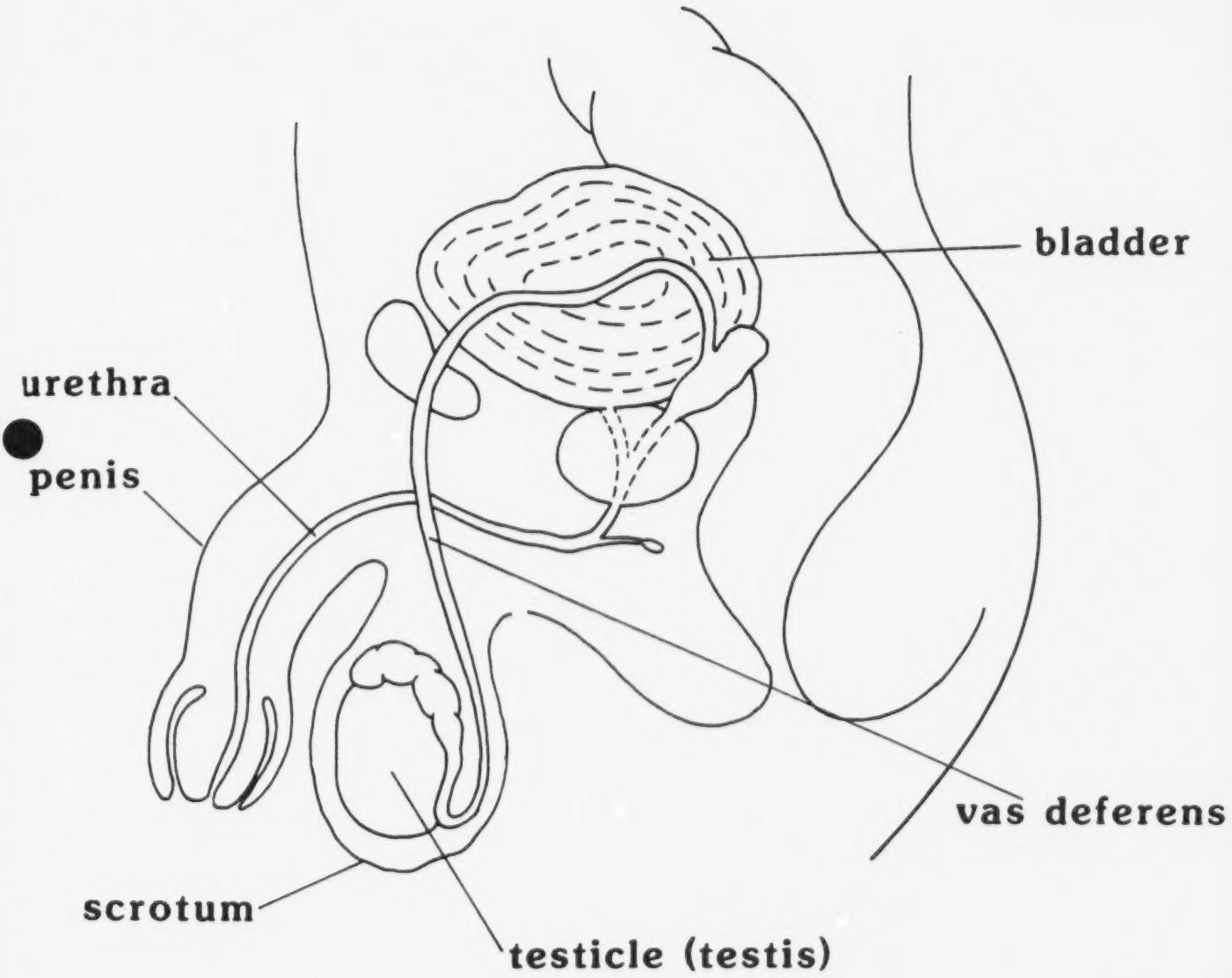
Puberty indicates that a boy is becoming sexually mature.

MALE REPRODUCTIVE SYSTEM



vas deferens
urethra
penis
testicle
scrotum

MALE REPRODUCTIVE SYSTEM



TEACHER BACKGROUND NOTES: MALE REPRODUCTIVE ORGANS

ORGANS	FUNCTIONS
scrotum	- a sac that supports and holds the testicles (testes)
testicles (testes)	- two glands within the scrotum that produce testosterone that influences sexual maturation and reproductive cells (sperm) . testicles (testes) - plural . testicle (testis) - singular
vas deferens	- a tube leading from each testicle (testis) to the urethra that transports sperm, beginning at puberty
urethra	- a tube within the penis which is part of both the excretory and reproductive systems. It carries: . urine from the bladder to the outside of the body; and . sperm and semen from the ejaculatory duct through the urethra to the outside of the body
penis	- an external (genital) organ containing the urethra which conducts urine and, at puberty, sperm to the outside of the body

REFERENCE:

Meeks, L. B., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982.

TEACHER BACKGROUND NOTES: PUBERTY AND CHANGES

Although some students at the grade 5 level may be just beginning to show signs of entering puberty, others may not. However, students look forward to growing up and enjoy considering changes that will occur. Girls normally enter puberty at ages ten to twelve, one to two years earlier than boys. The following characteristics may not be exemplary of all grade 5 students, but are common in early puberty. The teacher should be sensitive in describing characteristics as some of the anticipated changes to come.

Primary growth changes are those directly related to male and female reproduction and genitals. Secondary growth changes are those general growth changes occurring in boys and girls. Social-emotional growth changes are those related to interpersonal relationships and self-concept.

	Males	Females
1. Primary Characteristics	- genitals grow and mature .penis, scrotum and testicles (testes) enlarge	- genitals grow and mature .vulva, vagina and uterus enlarge
	- reproductive hormones are produced which influence sperm development	- reproductive hormones are produced resulting in menstruation and ovulation - ova develops in ovaries
2. Secondary Characteristics	- body increases in size and mass including: . shoulders broaden . muscles increase in size and strength . hair develops on upper lip, face, axillae, legs, and pubis . voice deepens	- body increases in size and mass including: . pelvic bones - girdle widens . hips develop fatty pads . breasts increase in size . pubic hair and axillary hair appears

	Males	Females
	. growth occurs in height/mass	. growth occurs in height/mass
	. skin changes (coarseness, oiliness, perspiration)	. skin changes (coarseness, oiliness, perspiration)

Males and Females

3. Social-Emotional Changes	- attitude toward friends of the opposite sex changes (although at present, grade 5 students are likely still to associate mainly with others of their own sex) - need for acceptance by peers regarding dress, language, behaviour, emotions, and appearance becomes more evident - conformity with peer groups increases - individual decision-making increases - decisions about drugs including smoking, alcohol, solvents, etc., become more important

Transition from Late Childhood to Early Adolescence

Girls normally mature earlier than boys. Both boys and girls show an increase in vitality and appetite at this stage of development and spend more time in physical exercise than at earlier stages. Both sexes show increases in height, weight, strength and exercise tolerance in this transition period.

GRADE 5	2.0 Human Growth and Development	Lesson 2.4

TOPIC

Female Reproductive System

STUDENT OBJECTIVES

The student will be able to:

1. identify characteristic changes that begin in girls at puberty,
2. identify major female reproductive organs and functions.

SUGGESTED STUDENT ACTIVITIES

- Participate in an illustrated lecture and discussion about female reproductive system.
- Discuss gradual physical, emotional and social changes that begin at puberty.

REQUIRED MATERIALS

- Film: Girl to Woman
- Transparencies (2): Female Reproductive System
- Teacher Background Notes: Female Reproductive Organs; Puberty and Changes

RESOURCES

1. Meeks, L., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982.
2. Teacher Background Notes: Female Reproductive Organs
3. Public health nurse, doctor, health educator

DESCRIPTION OF LESSON

I. INTRODUCTION

During the years of change from girlhood to adulthood, girls' bodies undergo many changes. Puberty begins when the pituitary gland at the base of the brain sends hormones to parts of the body. When the ovaries are stimulated to produce ova, the menstrual cycle begins. Other hormones influence sexual maturation and growth. The growth spurt is accompanied by gradual social and emotional changes. Girls usually enter puberty between ten and twelve years of age, somewhat earlier than boys.

II. SUGGESTED STUDENT ACTIVITIES

A. Puberty changes in girls. Girls may enter puberty between the ages of ten and twelve years, a few years earlier than boys. They usually finish their growth by age sixteen. Using the overhead transparencies, discuss body changes that indicate the onset of puberty in females. Introduce the film, Girl to Woman. Discuss primary and secondary growth changes. Discuss the film's key points after its presentation.

B. Review the female reproductive organs and functions using the overhead transparencies. Use correct terms: vulva, vagina, uterus, fallopian tubes, ovaries, ovum (ova-plural).

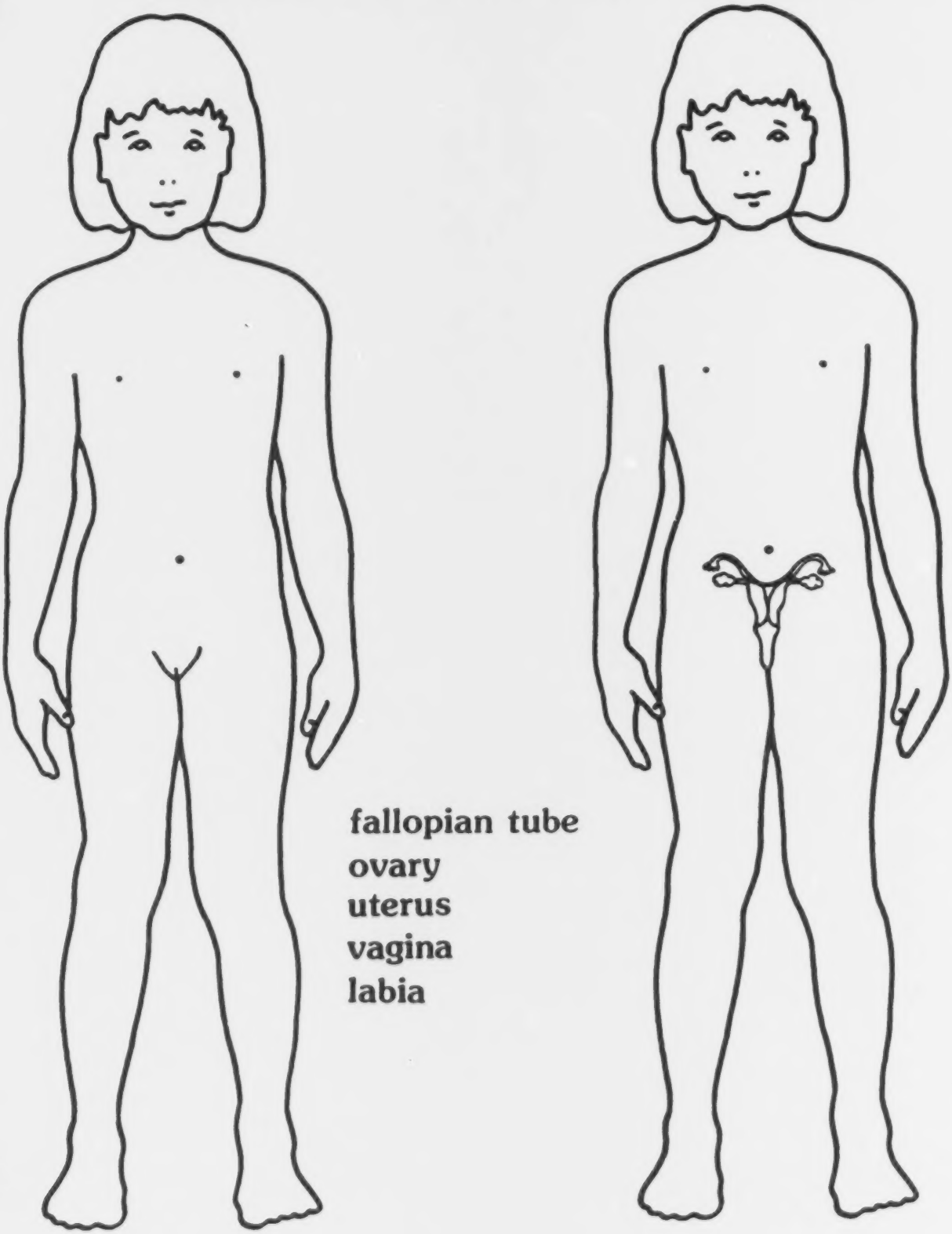
C. Discuss the importance of keeping the body healthy. Girls can wash/bathe the vulva daily. Care should be taken especially during menstruation to bathe daily. Stress the importance of rest, exercise, and nutrition in keeping an actively growing body healthy.

III. SUMMARY

While all girls follow similar patterns of growth and development, each girl changes and matures at her own rate.

Puberty indicates that a girl is becoming sexually mature.

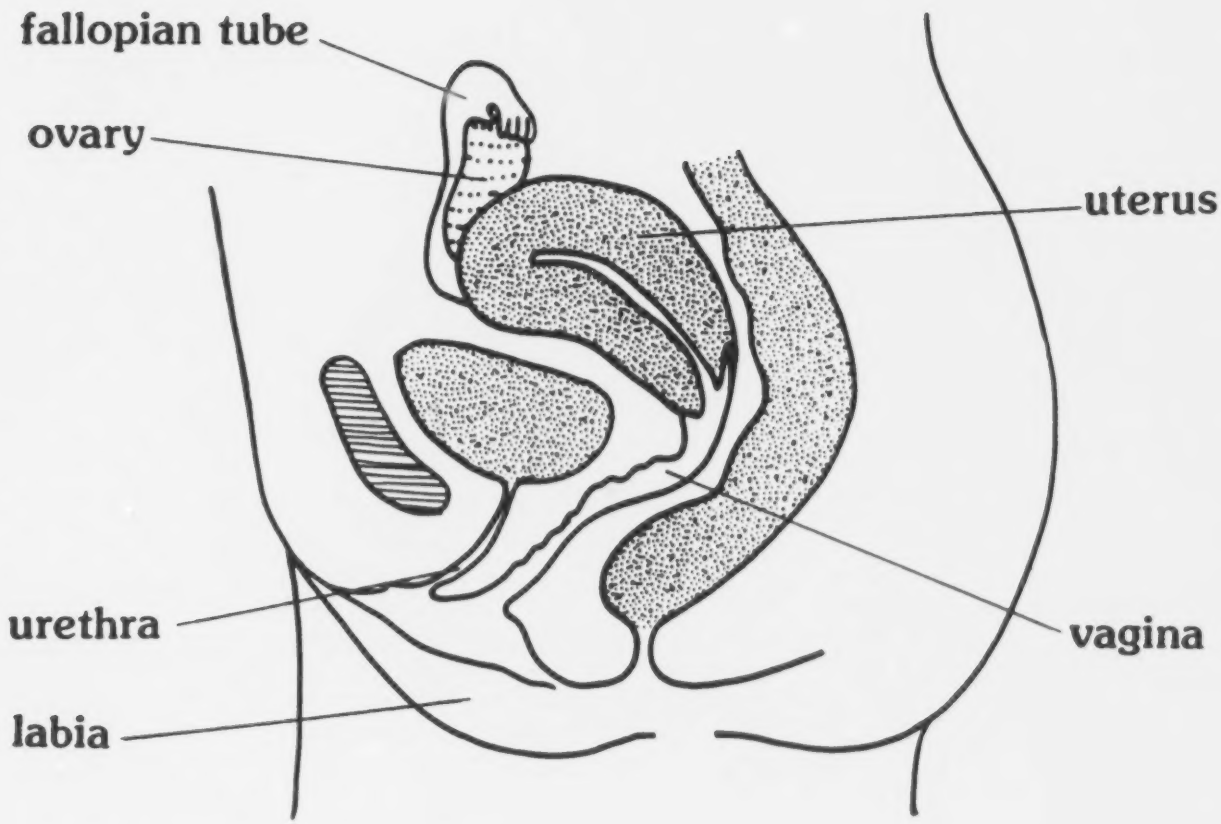
FEMALE REPRODUCTIVE SYSTEM



fallopian tube
ovary
uterus
vagina
labia

5 2.4
TRANSPARENCY

FEMALE REPRODUCTIVE SYSTEM



TEACHER BACKGROUND NOTES: FEMALE REPRODUCTIVE ORGANS

ORGANS	FUNCTIONS
vulva	- the area situated between the legs which protects the openings of the vagina and the urethra; it does not include the anus; on either side of the vulva are soft folds of tissue called labia
vagina	- the opening through which menstrual discharge flows; a muscular organ designed to receive the male organ during sexual intercourse; the passage-way through which a baby is born
uterus	- a muscular, pear-shaped organ in which the fertilized ovum grows and develops into a fetus; the uterine lining is shed regularly during menstruation if the ovum is not fertilized
ovaries	- organs, connected by ligaments to the uterus (one on each side), which develop and store ova regularly; female sex hormones, regulated by the pituitary gland, cause ova to be released periodically during the menstrual cycle
fallopian tubes	- two tubes adjacent to the ovaries which are attached to the upper end of the uterus and have a funnel-shaped opening; the ovum is swept into the tube at ovulation and is moved toward the uterus by cilia (hairs); fertilization of the ovum by a sperm occurs in the fallopian tube

REFERENCES:

1. Meeks, L. B., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982.

2. Manitoba Department of Education. "Module: Human Sexuality." Teacher Background Material for the K-9 Health Education Program. Winnipeg, MB: The Department, 1984.

TEACHER BACKGROUND NOTES: PUBERTY AND CHANGES

Although some students at the grade 5 level may be just beginning to show signs of entering puberty, others may not. However, students look forward to growing up and enjoy considering changes that will occur. Girls normally enter puberty at ages ten to twelve, one to two years earlier than boys. The following characteristics may not be exemplary of all grade 5 students, but are common in early puberty. The teacher should be sensitive in describing characteristics as some of the anticipated changes to come.

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	Males	Females
1. Primary Characteristics	- genitals grow and mature .penis, scrotum and testicles (testes) enlarge - reproductive hormones are produced which influence sperm development	- genitals grow and mature .vulva, vagina and uterus enlarge - reproductive hormones are produced resulting in menstruation and ovulation - ova develops in ovaries
2. Secondary Characteristics	- body increases in size and mass including: . shoulders broaden . muscles increase in size and strength . hair develops on upper lip, face, axillae, legs, and pubis . voice deepens	- body increases in size and mass including: . pelvic bones - girdle widens . hips develop fatty pads . breasts increase in size . pubic hair and axillary hair appears

	Males	Females
	. growth occurs in height/mass	. growth occurs in height/mass
	. skin changes (coarseness, oiliness, perspiration)	. skin changes (coarseness, oiliness, perspiration)

Males and Females

3. Social-Emotional Changes	- attitude toward friends of the opposite sex changes (although at present, grade 5 students are likely still to associate mainly with others of their own sex) - need for acceptance by peers regarding dress, language, behaviour, emotions, and appearance becomes more evident - conformity with peer groups increases - individual decision-making increases - decisions about drugs including smoking, alcohol, solvents, etc., become more important

Transition from Late Childhood to Early Adolescence

Girls normally mature earlier than boys. Both boys and girls show an increase in vitality and appetite at this stage of development and spend more time in physical exercise than at earlier stages. Both sexes show increases in height, weight, strength and exercise tolerance in this transition period.

GRADE 5	2.0 Human Growth and Development	Lesson 2.5

TOPIC

The Menstrual Cycle

STUDENT OBJECTIVES

The student will be able to:

1. identify main events of the menstrual cycle,
2. describe body hygiene and personal products related to menstruation.

SUGGESTED STUDENT ACTIVITIES

- Participate in an illustrated lecture and discussion about the menstrual cycle and personal hygiene products.
- Give reasons for hygiene and health habits related to menstruation.
- View a film on the menstrual cycle.

REQUIRED MATERIALS

- Transparencies: The Menstrual Cycle; The Menstrual Cycle Stages
- Display of sanitary products
- Film: Naturally a Girl
- Teacher Background Notes: The Menstrual Cycle

RESOURCES

1. Public health nurse, teacher/doctor and teacher/health educator
2. Manitoba Department of Education. "Module: Human Sexuality." Teacher Background Material for the K-9 Health Education Program. Winnipeg: The Department, 1984.
3. Meeks, L. B., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982.
4. From Fiction to Fact: A Teaching Guide on Menstruation and Menstrual Health. Barrie, ON: Educational Department, Canadian Tampax Corp., n.d. (Pamphlets, posters, charts, articles in French and English.)

DESCRIPTION OF LESSON

I. INTRODUCTION

This lesson focuses on the menstrual cycle. Menstruation is a regularly occurring process during which the lining of the uterus is shed from the female body.

During the years of change from girlhood to adulthood, the pituitary gland at the base of the brain secretes a hormone which stimulates the ovaries to produce ova. The menstrual cycle begins.

DESCRIPTION OF LESSON

The onset of menstruation indicates a girl is becoming sexually mature and capable of reproducing. Responsibilities accompanying maturation include learning new personal hygiene tasks, taking sufficient exercise and rest, and bathing regularly.

Introduce the lesson by asking students what information they have about the menstrual cycle. Correct any misinformation with simple explanations.

II. SUGGESTED STUDENT ACTIVITIES

A. Begin the discussion by asking questions:

1. What is menstruation?

2. What terms are used for menstruation?

3. How long is the average length of a cycle? (25-31 days may be the length of the cycle; it is often irregular at first.)

4. For how many days does the menstrual flow occur? (Once the cycle is established, the menstrual flow becomes regular and continues for 3-7 days.)

Correct any misinformation with simple explanations.

Using either an illustrated lecture or the film on menstruation, highlight these topics:

1. Onset

2. Length of Cycle

3. Events

Using a simplified line drawing or the transparency, The Menstrual Cycle Stages, point out these events:

- ovum development
- ovum release (ovulation)
- uterine wall thickening
- menstrual flow

4. Hygiene

Discuss and list hygiene tips related to menstruation and explain why it is necessary to:

a) wash hands before using hygiene products? (to avoid contamination of a sterilized hygiene product)
b) change napkins frequently? (to reduce menstrual odour)
c) wrap and dispose of napkins in waste containers? (to avoid plugging toilets and promote cleanliness)
d) cleanse the vulva regularly from front to back? (to avoid carrying bacteria from the anus into the vagina)
e) bathe/wash regularly? (to reduce menstrual odour)
f) carry napkins in a clean bag or container for use away from home? (to avoid contamination of a sterilized hygiene product)
g) know where to get sanitary products, e.g., from such places as school office, nurse's office, public bathrooms? (to have access to such products when they are needed)

B. Show the film, Naturally a Girl, as a review of the lesson on puberty and the female reproductive cycle.

C. Display of Sanitary Products

Note to Teacher: Girls and boys have an interest in knowing about menstruation and sanitary products. Having a mixed class of boys and girls promotes a positive, open discussion of a normal part of growing up. In some communities, however, parents may favour having this part of the class conducted separately.

The health professional and/or teacher may demonstrate a variety of sanitary products and discuss the use and care of each, i.e., beltless napkins, napkins with belts, tampons. The film, Naturally a Girl, illustrates a variety of sanitary products. It can be used as an alternative to a display of hygienic products.

III. SUMMARY

Puberty and adolescence for girls is characterized over the years by many changes. Girls look forward to growing up and the onset of menstruation. Menstruation and ovulation indicate that a female is sexually mature and capable of producing babies. This does not mean she is capable of raising a baby. Many responsibilities accompany puberty.

TEACHER BACKGROUND NOTES: THE MENSTRUAL CYCLE

Girls begin to menstruate when they become sexually mature, usually about age twelve. Menstruation continues for thirty or forty years until menopause occurs, usually about age forty to fifty-five. Menstruation is commonly referred to as a menstrual "period." The length of the cycle may vary from three to six weeks, but usually the ovary is stimulated to ovulate once every four weeks. The "period" when menstrual flow occurs usually lasts from three to seven days.

The menstrual cycle is controlled by hormones. The pituitary gland at the base of the brain usually stimulates one ovary to develop a ripened ovum every four weeks. A series of changes prepares the uterus to receive a fertilized ovum. The tissue that lines the uterus thickens and extra blood vessels develop. About twelve to sixteen days before the menstrual flow occurs, the ovum is usually released from the ovary at ovulation and moves into the fallopian tube by movement of fine hairs called cilia.

If the ovum is joined within two to three days by a sperm cell, the ovum becomes fertilized, and a baby begins to develop. It develops for nine months in the uterus. During pregnancy, menstruation does not normally occur.

If the ovum is not joined by a sperm (not fertilized), the blood vessels cut off nourishment to the lining of the uterus, which breaks away and is passed out of the uterus and through the vagina. The vaginal opening is located between the opening of the urethra and anus. This flow of blood and tissue is called menstruation or a menstrual "period." It continues for three to seven days. Soft napkins are used by young girls to absorb the discharge. Tampons may be used by older girls and women. It is recommended that the family doctor or public health nurse be consulted about the use of tampons at an early age. There is a discussion of the use of tampons and toxic shock syndrome in the grade 9 Family Life Program.

Most girls engage in regular activities such as bathing, biking, swimming, and other sports during menstruation. Some girls experience cramps, nausea, or headaches when they menstruate. Rest, mild exercise, or a warm bath may be helpful in reducing cramps. A doctor or nurse may be consulted if menstrual problems occur.

REFERENCES:

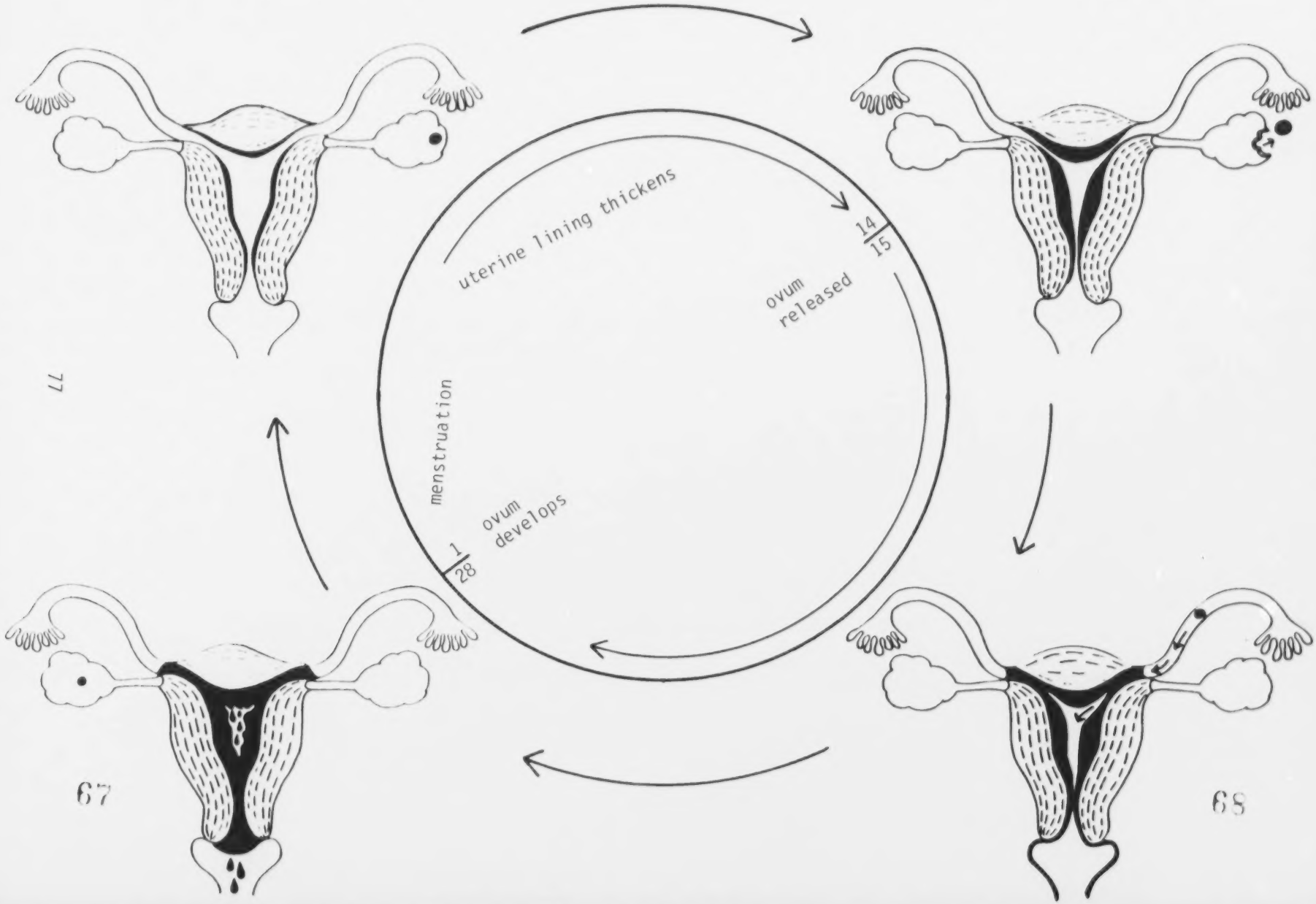
1. Meeks, L., and P. Heit. Family Living and Human Reproduction. Toronto: Charles E. Merrill Publ. Co., 1982.

2. Meeks, L., and P. Heit. Health Focus on You. Grades 4 and 6. Columbus, OH: Charles E. Merrill, 1982.

3. Manitoba Department of Education. "Module: Human Sexuality." Teacher Background Material for the K-9 Health Education Program. Winnipeg: The Department, 1984.

5 2.5
TRANSPARENCY

THE MENSTRUAL CYCLE



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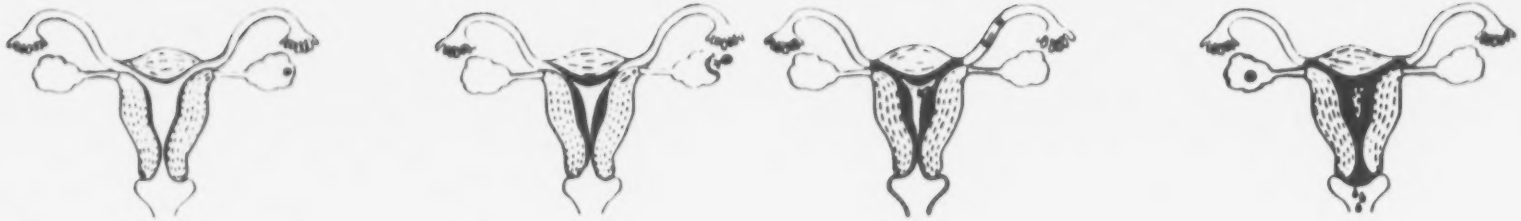
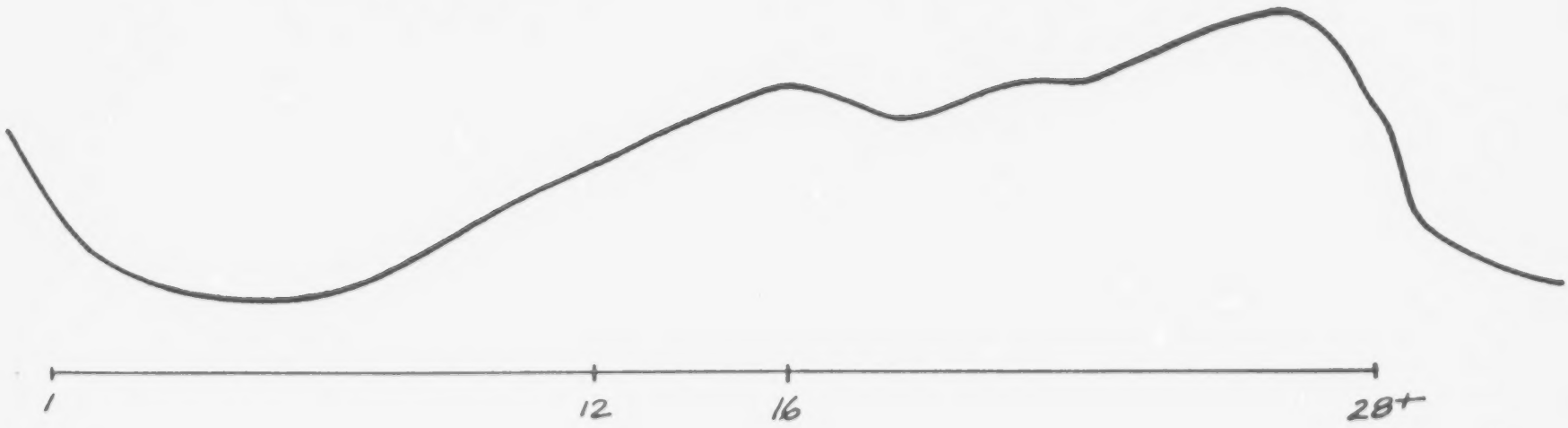
TRANSPARENCY

THE MENSTRUAL CYCLE STAGES





GRADE 5	2.0 Human Growth and Development	Lesson 2.6

TOPIC

Reproduction: How New Life Is Formed

STUDENT OBJECTIVES

The student will be able to:

1. describe the processes involved in the development of new life,
2. identify several characteristics of the developing fetus during pregnancy.

SUGGESTED STUDENT ACTIVITIES

- Participate in an illustrated lecture and discussion about the development of new life.
- View a film, filmstrip or photographs on fetal development.
- Discuss characteristics of the developing fetus.

REQUIRED MATERIALS

- Teacher Background Notes: A Human Being Forms; A New Life Begins

RESOURCES

1. Public health nurse or doctor
2. Meeks, L., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982, pp. 33-39.
3. Life Before Birth. Time-Life Educational Reprint #27. New York: Time, Inc., 1965, selected pictures.
4. Films: A New Human Life (11 minutes)
   My Mom's Having a Baby (24 minutes)

DESCRIPTION OF LESSON

I. INTRODUCTION

This lesson provides information on reproduction of new life within the family context.

Introduce the lesson by asking the students what information they already have about where babies come from. Correct any misinformation by simple explanations.

II. SUGGESTED STUDENT ACTIVITIES

A. Use the overhead transparencies from the previous lesson on the male reproductive system and briefly trace the pathway that sperm travel. Begin with sperm being produced in the testicles, leaving the testicle, moving into the vas deferens (or sperm tubule), entering the urethra inside the penis, and leaving the penis.

Use the overhead transparencies from the previous lesson on the female reproductive system and briefly explain the pathway that the ovum travels. Begin with the ovum being released from an ovary, then moving into the fallopian tube and uterus.

You will recall that the male reproductive cell is called a sperm and the female reproductive cell is called an ovum. A sperm cell must join and enter the ovum for a baby to develop.

B. Continue the lesson by briefly discussing the paragraphs below.

"When a husband and wife love each other they may wish to have a baby." The bodies of a male and female are designed in such a way so as to make this possible. You will recall that the sperm is the male reproductive cell and the ovum the female reproductive cell. In order for a new life to begin, a sperm cell must join and enter an ovum (fertilization).

The beginning of a new life is related to ovulation, a stage of the menstrual cycle. A woman is able to conceive or be fertilized when an ovum is released from an ovary at ovulation. The ovum generally has a lifespan of three days. If it is not fertilized, it will be discharged in the menstrual flow.

If the sperm cell enters the ovum, fertilization (conception) occurs. This is the beginning of new life! The fertilized ovum moves from the fallopian tube to the uterus and sinks into the thickened uterus lining where it will grow and develop. At first it is known as an embryo. From eight to forty weeks, it is called a fetus.

During pregnancy (40 weeks or approximately 280 days), the woman usually does not menstruate. Her body changes in relation to the growth of the fetus. The family prepares for parenthood in many ways. Many parents attend prenatal classes to receive instruction about pregnancy, birth and care of the newborn baby.

When the fetus is ready to be born, the mother (and father) will be instructed by the family doctor or nurse to go to a nearby hospital or nursing station. It is increasingly common for the father to be present at the birth. This family togetherness promotes a sense of belonging, love, and the bonding of family members.

During the birth, the mother works to push the baby out of the uterus through the vagina and into the world. A doctor and/or nurse assist at the birth to deliver the new baby safely.

Birth is an exciting event! A well-prepared family welcomes the task of caring for a new member.

C. Show the slides, pictures, transparencies or a film about stages of pregnancy, fetal development and infancy.

D. If the film is to be shown, introduce it by asking that the students record characteristics of the developing baby. Review the stages from conception to birth and point out key developmental characteristics throughout gestation after viewing the film. Development of twins and multiple births may be of great interest to the students. Teacher background notes are provided in the grade 7 materials regarding twins.

III. SUMMARY

The development of a new life is an important event in family living. Being a member of a family, and providing love and care for other members involves many responsibilities.

TEACHER BACKGROUND NOTES: A HUMAN BEING FORMS

All human beings begin in the same way. A sperm cell from the male joins with an ovum from the female to form a single cell, the fertilized egg (zygote). The fertilized cell is smaller than a pinhead, but within the nucleus, there are 23 pairs of chromosomes which contain all the instructions for the development of a new human being.

A few hours after fertilization, the cell divides into two smaller cells by mitosis. A few hours later, each cell divides again. Four cells result. Further division results in eight, sixteen, thirty-two cells, etc. Three or four days later, a cluster of cells has formed. Soon after this stage is reached, cell differentiation begins. In this way, the embryo begins to grow. It implants into the uterine wall. The embryo develops inside the uterus which provides nourishment and protects the developing human from injury and temperature changes.

It takes approximately 40 weeks for a baby to develop fully before birth. Most changes occur during the first eight weeks. In this stage, the new human is called an embryo. Refer to the table below to see some of the characteristic changes that occur. The Time-Life Reprint, Life Before Birth, illustrates some of these changes.

From eight weeks on, the new human life is called a fetus. Refer to the chart, "A New Life Begins," and reprint to describe significant characteristics of the fetus until birth.

During the last seven months, the organs develop and grow larger. The fetus increases in size and weight in preparation for birth.

The developing fetus can be compared to an astronaut. The structures that protect and nourish the baby, i.e., the uterus wall, fetal membranes, the amniotic fluid, the umbilical cord and the placenta are similar to the astronaut's life line, protective clothing, head gear and support gases. See the Time-Life Reprint to illustrate the analogy. At the end of the ninth month, the fetus is ready to be born and leave the protection of the uterus. Birth is the first important event in everyone's life. The process takes about 12 hours on average. There are three stages: labour, delivery and afterbirth. An average baby is about 46-56 cm in length and has a mass of 2.5-3.5 kg. After birth, the baby breathes in oxygen and will begin to eat and digest food provided by the mother and family.

Care for the newborn is an important and exciting aspect of family life which carries with it joys and responsibilities for all members.

REFERENCES:

1. ISIS. Human Development. Lexington, MA: Ginn, 1981.

2. Parker, S. Life Before Birth. Cambridge: Cambridge University Press, 1979.

3. Meeks, L. B., and P. Heit. Family Living and Human Reproduction. Toronto: Merrill, 1982.

4. Life Before Birth. Time-Life Educational Reprint #27. New York: Time, Inc., 1965.

TEACHER BACKGROUND NOTES

A NEW LIFE BEGINS - FERTILIZATION TO BIRTH

TIME	APPROXIMATE SIZE	DEVELOPMENT
1st Day	Smaller than this dot •	The egg cell and sperm cell combine to form a single cell with 46 chromosomes.
7 Days	About the size of this dot •	The group of cells attach to the uterine lining. It is now called an embryo.
1 Month	Length: 0.6 centimeters	The heart begins to beat. The nervous and digestive systems form. The eyes and ears are visible.
2 Months	Length: 2.5 centimeters	The embryo has a large head with a brain and facial characteristics. The fingers and toes appear. The embryo is called a fetus.
3 Months	Length: 7.5 centimeters	The face is clearer. The first signs of the sex of the fetus appear. The excretory system develops rapidly.
4 Months	Length: 15 centimeters	The fetus kicks its legs and moves its arms. The skin develops.
5 Months	Length: 25 centimeters	The rate of growth slows. Fine hair develops. The mother and doctor can listen to the fetal heart rate by using an instrument called a stethoscope. The fetus can suck its thumb.

TIME	APPROXIMATE SIZE	DEVELOPMENT
6 Months	Length: 30 centimeters	The fetus moves more often. The eyes are open. Outside sound or pressure can increase fetal heartbeat.
7 Months	Length and weight vary	The fetus is fully developed but does not have enough fat cells to control body temperature. Will need to be in an incubator if born. Greatest change in length and weight occurs during this month.
8 and 9 Months	Length: 46 to 56 centimeters Weight: 2.5 to 3.5 kilograms	The organ systems complete their development. Fat cells form on the body. The baby is born.

From Family Living and Human Reproduction (Columbus, OH: Charles E. Merrill, 1982), pp. 38-39. Used with permission.

GRADE 5	3.0 Relationships and Responsibilities	Lesson 3.1

TOPIC Caring For New Family Members

STUDENT OBJECTIVES

The student will be able to:

1. describe characteristics of an infant,
2. describe ways to show love and care for an infant.

SUGGESTED STUDENT ACTIVITIES

- List examples of characteristics of an infant.
- Discuss events in the day of an infant.
- Make a collage to illustrate ways that a family cares for a new baby.

REQUIRED MATERIALS

- Transparencies: pictures of infants
- Poster paper, glue, scissors, marking pens

RESOURCES

1. Draper, Thomas, et al. See How They Grow. London: Glencoe, 1982.
2. Pictures of newborn babies

DESCRIPTION OF LESSON

I. INTRODUCTION

The addition of a new member to the family brings new responsibilities to each family member. The family welcomes the new member and provides for its needs in many ways, by providing, for instance, shelter, clothing, food, cleanliness, love and a sense of belonging.

The family teaches its members to love, care, nurture, and support its members. Basic values are imparted to the new member by the family--respect, kindness, honesty, justice, mercy and non-exploitation of others.

II. SUGGESTED STUDENT ACTIVITIES

A. Encourage the class to describe characteristics of an infant. Some suggestions are:

weight - 3 kg (6 1/2 lbs.) average
length - 45 cm (18 in.) average
senses (sight, hearing, touch, smell, taste)
body covering (hair, skin, nails)
speech and socialization (smiles, cries, laughs, coos)
reflexes

A human baby's eyes are open at birth, unlike the eyes of small animals. Newborns can recognize colours, shapes and people. They can hear and taste. Their skin is soft and is sensitive to heat, cold, pressure and pain; there may be fine hairs on the scalp and elsewhere. A human infant sleeps many hours a day and experiences hunger about six to eight times a day. Until toilet training begins, urine and bowel movements are uncontrolled. Common reflexes are: the startle reflex (a loud noise frightens the infant), the grasping reflex (the infant will tightly grasp an object with the total hand), and the rooting reflex (the infant searches prior to nursing). The human body is entirely dependent on its family in order to survive.

B. Discuss events in a baby's day that can be provided by parents and family members:

e.g., bathing, feeding, exercise, dressing, changing diapers, socialization, medical supervision, love and care.

Discuss who can assist in caring for the new baby.

Discuss the meaning of: love, nurture, and care.

C. In small groups of three to four, prepare a collage to illustrate love and care of a new family member.

III. SUMMARY

A family may be defined as a committed group of people who live together in a home; its members support and nurture, care for and love one another. As the basic unit of society, the family teaches and models basic values to its members. Self-worth, responsibility and dependability are fostered by the family.

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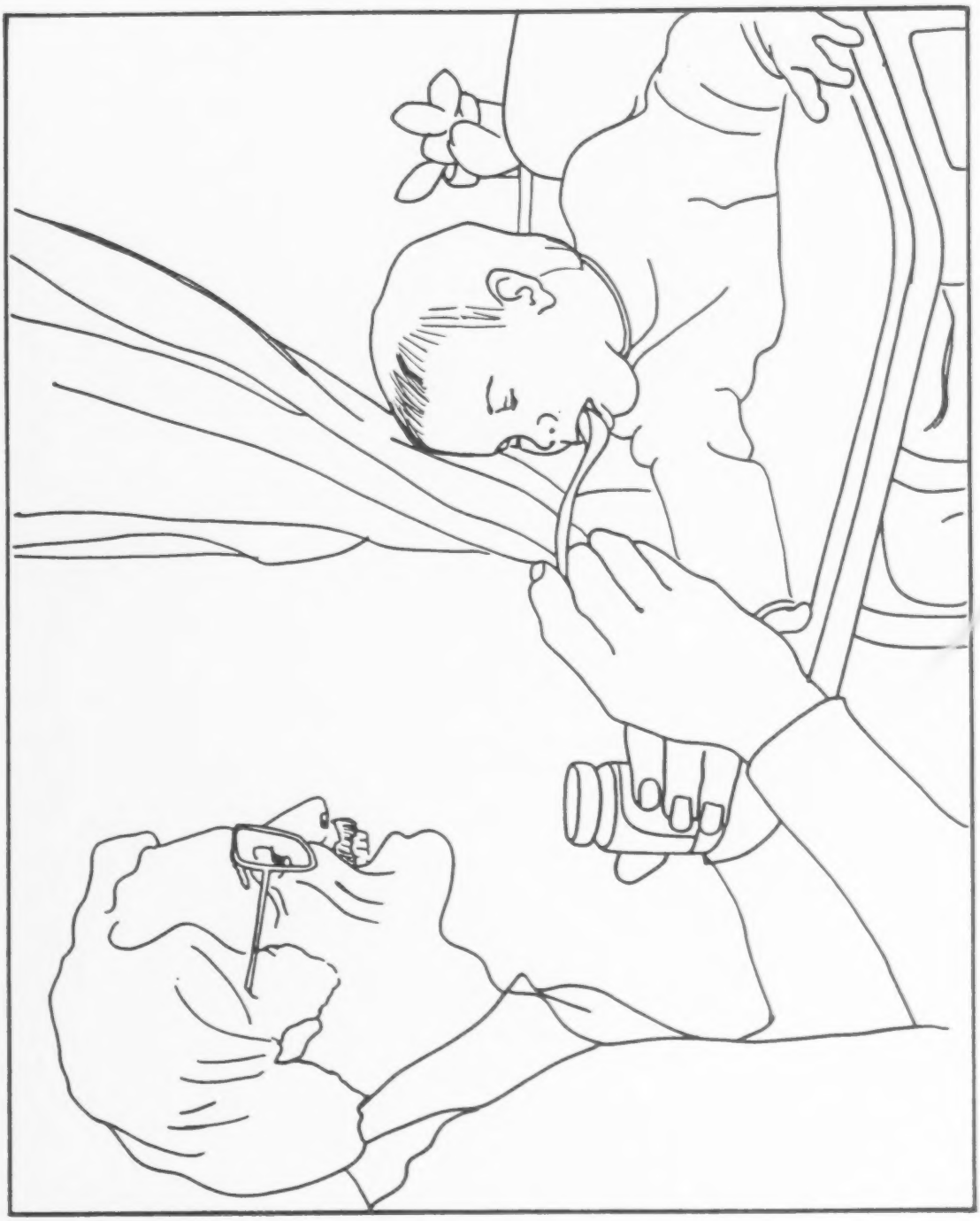

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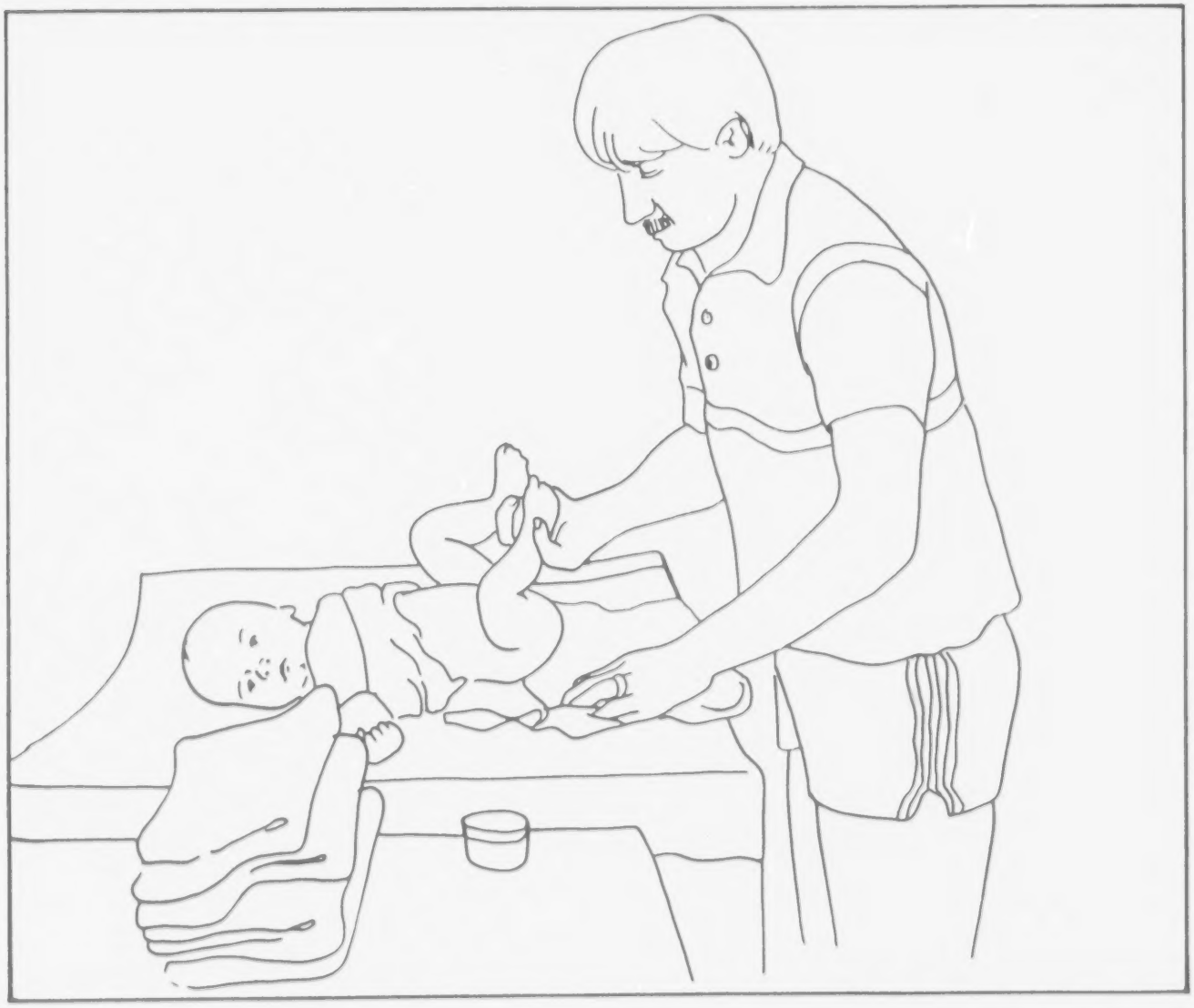

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GRADE 5	3.0 Relationships and Responsibilities	Lesson 3.2

TOPIC Family Responsibilities

STUDENT OBJECTIVES

The student will be able to:

1. explain that individuals have responsibilities toward other family members.

SUGGESTED STUDENT ACTIVITIES

- Discuss case studies and focus on the responsibilities of family members and their effects on others.
- Complete case studies in small groups and share the findings with the class.

REQUIRED MATERIALS

- Teaching Support: Who Is Concerned? Worksheets

RESOURCES

1. Henderson, Gail. Dimensions of Life. Cincinnati, OH: South-Western Publishing, 1985.
2. Leavenworth, Carol, et al. Family Living. Englewood Cliffs, NJ: Prentice-Hall, 1985.

DESCRIPTION OF LESSON

I. INTRODUCTION

Focus on the responsibilities that family members have and the effect these responsibilities can have on others. Some case studies reflect the commonly accepted values. Examples include: showing kindness and good will to others, showing kindness and good will to family and friends, showing respect for parents and elders. See The Family Life Education Overview for a discussion of the commonly accepted values.

II. SUGGESTED STUDENT ACTIVITIES

A. Present the following example:

A family member promises to be home right after school so that the family can leave for their camping trip. It is 4:30 p.m. and this person is still not home.

Who is concerned?

Why?

Record all students' responses on the board and discuss them.

Explain that students will work in groups in order to discuss and answer questions about given situations.

B. Have students form groups of four to five members, and distribute student copies of "Who is Concerned?" Students should read and discuss each situation.

Allow time for students to complete the activity.

C. Have a representative from each group share his/her group's answers from the "Who is Concerned?" sheet with the class.

Questions for discussion:

1. Identify the types of responsibilities that were ignored.

2. What can family members do to encourage other family members to assume responsibility?

3. Is there a value underlying this case study?

III. SUMMARY

Emphasize that families experience more happiness when members contribute to the sharing of responsibilities.

WHO IS CONCERNED?

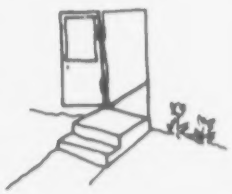
CASE STUDY #1

A family member did not close the porch door and the family dog has disappeared.

Who is concerned? _____

Why? _____

_____



CASE STUDY #2

A family member did not cut the grass, and it is now long, full of dandelions, and unsightly.

Who is concerned? _____

Why? _____

_____

CASE STUDY #3

A family member borrows a radio and does not tell anyone. Another family member thinks the radio has been stolen.

Who is concerned? _____

Why? _____

_____

CASE STUDY #4

A family member did not put the can opener where it belongs and another family member needs it.

Who is concerned? _____

Why? _____

_____

CASE STUDY #5

A family member left a baseball glove lying on the front step and another family member tripped over it.

Who is concerned? _____

Why? _____

_____

Make up your own case study and answer the questions.

Case Study: _____

_____

Who is concerned? _____

Why? _____

_____

GRADE 5	3.0 Relationships and Responsibilities	Lesson 3.3

TOPIC

Family Communications: The Family Meeting (Optional)

STUDENT OBJECTIVES

The student will be able to:

1. practice communicating as a family member.

SUGGESTED STUDENT ACTIVITIES

- Prepare for a hypothetical family meeting.
- Role play the model family meeting for the class.

REQUIRED MATERIALS

- Poster paper, felt pens, paper
- Teaching Support: Parents' Letter
- Teacher Background Notes: The Family Meeting

RESOURCES

1. Dinkmeyer, Don, and Gary McKay. The Parents' Handbook: STEP Systematic Training for Effective Parenting. Circle Pines, MN: American Guidance Service, 1983.
2. Dinkmeyer, Don, and Gary McKay. The Parents' Guide: STEP/Teen Systematic Training for Effective Parenting. Circle Pines, MN: American Guidance Service, 1983.
3. Gibb, Sharon. Someone Special. Toronto: Doubleday, 1983.
4. "Social-Emotional Well-Being," Health: Grade 5. Winnipeg: Department of Education, 1988.

DESCRIPTION OF LESSON

I. INTRODUCTION

Prior to this class, have students take home a copy of the Parents' Letter and Teacher Background Notes: The Family Meeting.

Explain that some families like to hold regular meetings to discuss family business. The family business might include planning a holiday, deciding on allocation of chores and other topics such as dating. Meetings are usually twenty to thirty minutes to an hour. Suggest that the class members plan a family meeting for a hypothetical family or small group.

II. SUGGESTED STUDENT ACTIVITIES

A. Divide the class into small groups. Ask each group to make up a family, choosing the names and identifying the members. Ask each group to create a poster to notify everyone of when and where the meeting will be held. It is important that everyone will be home for it.

Make an agenda for the meeting, deciding which items should be included in it.

Choose the chairperson and secretary. The chairperson will chair the meeting and the secretary will take minutes of the meeting. These would be read at the next meeting.

SAMPLE AGENDA: FAMILY MEETING
1. Review of the guidelines for a family meeting or discussion of the minutes from the previous meeting 2. Sharing of feelings about positive family occurrences over the past week/month 3. Discussion of topics of interest or concern to family members 4. Refreshments

B. Share the poster and agenda with the whole class. Ask volunteer groups to role play the family meeting.

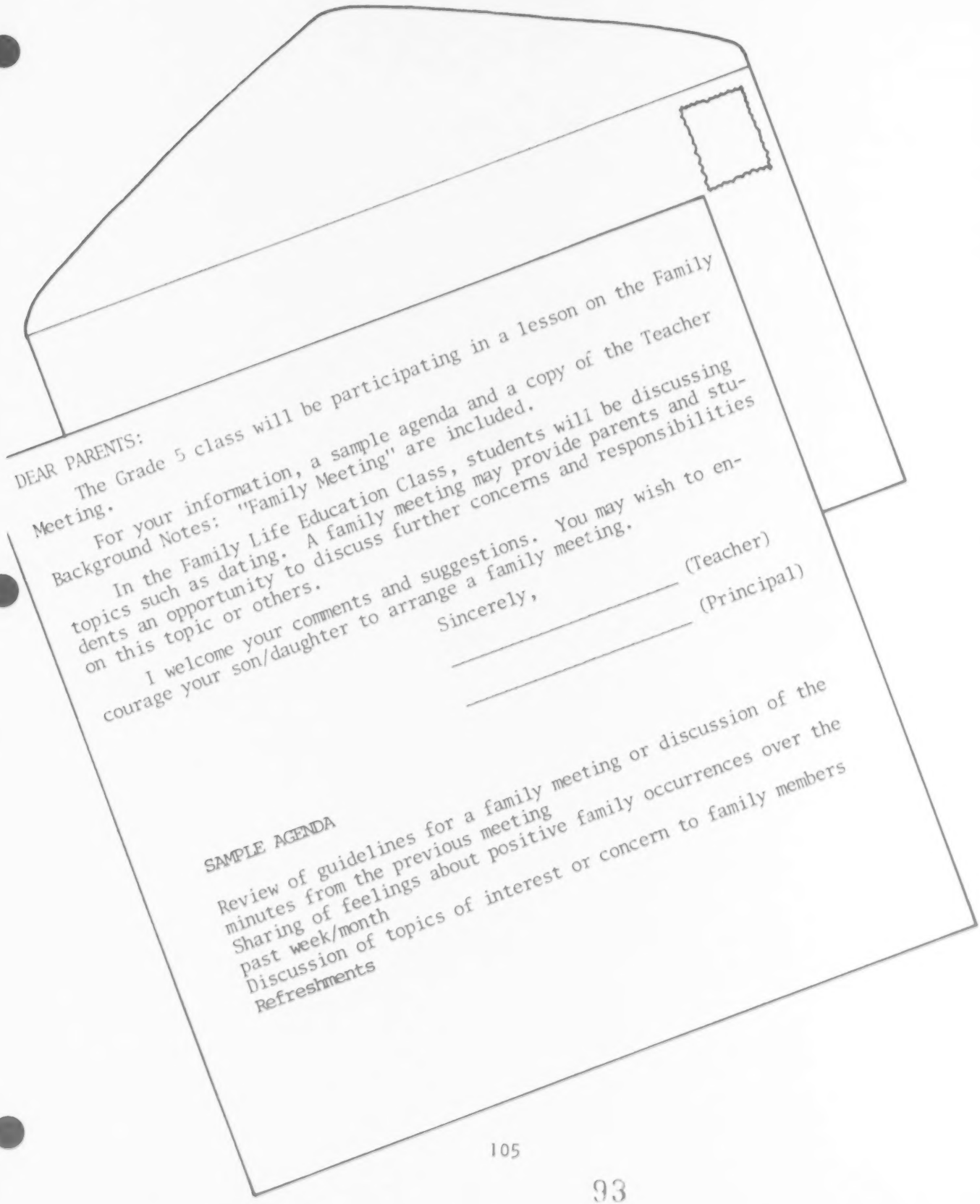
Questions for discussion:

1. What useful purpose does a family meeting serve?
2. What special items might be added to the agenda to make a meeting an event to look forward to?
3. Did you enjoy this activity? Why?

III. SUMMARY

A family meeting may help family members to share ideas, discuss problems, and find solutions. Families may choose to have an informal meeting.

Encourage students to discuss their class meeting and the possible benefits of family meetings with their own families.



DEAR PARENTS:

The Grade 5 class will be participating in a lesson on the Family Meeting.

For your information, a sample agenda and a copy of the Teacher Background Notes: "Family Meeting" are included.

In the Family Life Education Class, students will be discussing topics such as dating. A family meeting may provide parents and students an opportunity to discuss further concerns and responsibilities on this topic or others.

I welcome your comments and suggestions. You may wish to encourage your son/daughter to arrange a family meeting.

Sincerely,

_____ (Teacher)

_____ (Principal)

SAMPLE AGENDA

Review of guidelines for a family meeting or discussion of the minutes from the previous meeting
Sharing of feelings about positive family occurrences over the past week/month
Discussion of topics of interest or concern to family members
Refreshments

TEACHER BACKGROUND NOTES: THE FAMILY MEETING

Democratic family relationships often develop effectively when members have an equal opportunity to join in the decision-making process.

The family meeting can be a regularly scheduled meeting of all family members. It is an opportunity for all to be heard on issues of importance to the family. Discussion might focus on the family's beliefs, values, wishes, complaints, plans, questions and suggestions.

The meeting provides for some of the following:

. being heard by others;
. expressing positive feelings about one another and giving encouragement;
. distributing tasks fairly among members;
. expressing concerns, feelings and complaints;
. settling conflicts;
. planning family recreation.

Suggested Guidelines for Family Meetings

1. Establish a specific meeting time, i.e., weekly or monthly.
2. Rotate the position of chairperson and secretary.
3. Establish and stick to time limits.
4. Make sure all members have an opportunity to offer ideas and opinions.
5. Encourage everyone to bring up issues/concerns.
6. Do not permit meetings to become gripe sessions.
7. Distribute chores fairly.
8. Plan family fun.
9. Use communication skills.
10. Evaluate the meeting.
11. Evaluate decisions at the meeting.

REFERENCE:

Dinkmeyer, Don, and Gary McKay. The Parents' Handbook: STEP Systematic Training for Effective Parenting. Circle Pines, MN: American Guidance Service, 1983.

GRADE 5	3.0 Relationships and Responsibilities	Lesson 3.4

TOPIC Family Change

STUDENT OBJECTIVES

The student will be able to:

1. predict how change influences family members.

SUGGESTED STUDENT ACTIVITIES

- Answer questions on case studies that deal with family change.

REQUIRED MATERIALS

- Teaching Support: Family Change

RESOURCES

1. Smith, Rebecca, and Mary Lin Apicelli. Family Matters: Concepts in Marriage and Personal Relationships. Encino, CA: Collier MacMillan, 1982.

DESCRIPTION OF LESSON

I. INTRODUCTION

Discuss with students how family structures can, and often do, change. Focus on the adjustments that need to be made when the structure does change as in the following example.

> Joe, a Grade 12 student, prepares most of the evening meals because both parents work outside the home. He is usually first to return at the end of the workday. He shares a room with his younger brother, Steve. In the fall, Joe is going to work in another city.

The structure will change when there is one less family member at home. The family needs to adjust to this change. Discuss the feelings that might result from adjustments.

DESCRIPTION OF LESSON

II. SUGGESTED STUDENT ACTIVITIES

A. Read one case study to the class. Either give each student a copy or project the case study on the overhead. Answer the questions together. Make a selection of case studies by choosing the most appropriate ones for the class.

B. Form groups of four to five students. Distribute copies of a different case study to each group. Be sure that each group member receives his/her own copy. Students are to read the case study and discuss the questions that follow. Each group will need to appoint a recorder who will record the answers and report to the large group.

C. In a large group, the teacher should summarize or read one case study and then have the recorder for that group report its answers to the questions. Ask for suggestions from the class. Continue for the remaining case studies.

III. SUMMARY

Reinforce the point that changes affect family members in different ways.

F A M I L Y C H A N G E

JOCELYN

Jocelyn had always wanted a baby brother or sister. In fact, last Christmas, when her friend Aimee's brother was born, she had told her parents that she wished that they had a baby around the house. Now, her wish had come true. Three days ago, Christina Maria was born.

On Monday, when Jocelyn came home from school, her Auntie Sheila had met her at the door. She told Jocelyn that her Mom and Dad had gone to the hospital in the morning at around 10:00. There had been no call from either of them yet.

It had seemed like such a long wait. Jocelyn missed her Mom and Dad. She did not like to think that her Mom would be away from home for a few days. She had begun to feel better when her Dad called to say that her baby sister had been born. How excited she had felt at that time!

Now, as she stands at the door of the nursery, looking at the room she used to play in, she thinks it strange to see her favourite place set up in this way. She wonders what it will be like to have a baby in the house.

1. What are some changes that will happen in Jocelyn's life now that her baby sister has arrived?

2. What are some changes that will happen in her parents' life?

3. How did you think Jocelyn felt about having a new baby sister?

4. Name some changes that you think might happen in your family if a new baby arrived?

FAMILY CHANGE

STEPHEN

"Today is Wednesday," Stephen kept reminding himself as he stood at the door of his sister's kindergarten classroom. Wednesday was the day his mother started her part-time job and was one of three days that she would be working outside the home. Today would be the first of many days that he and his sister Diane would be going to a day care program at their church after school. They would be there two hours until their mother could pick them up.

It felt strange to Stephen not to be going home after school. To get to the church he and Diane would have to go several blocks past their own house. He knew the way, but hoped that the traffic patrol officer would still be there to help them cross the street in front of the church.

Stephen wondered what it would be like at the church on a weekday afternoon. His mother had explained all the fun things that were planned for the program. He looked forward to meeting new friends. Diane was more apprehensive. "I wish we could stay here at school and play on the jungle gym," Diane said as she came out the door. "Then, I could play with my friends. When is Mom coming to get us?"

"Not until 5:30," Stephen said. "Time will go quickly and you probably will have fun. Cheer up!"

1. What are some of the changes that are happening to Stephen and Diane?

2. How does Stephen feel about the changes? Why do you think he feels the way he does?

3. What might be some of the advantages of going to the church day care that Diane hasn't considered?

4. How does each one feel about the change?

FAMILY CHANGE

TAMARA

Tamara's and Andy's older sister, Barbara, has just come home from the hospital. She was there for a week while her doctor tried to find out how much insulin she was going to need. She had just been diagnosed as a diabetic. Now she was going to have to stick to a special diet and would have to eat at regular times. That meant that dinner would begin at 5:00 every night. Andy's hockey practice began at 5:00, and he wondered how he was going to eat and make practice on time.

Tamara had her worries too. She wondered whether their mealtime menus would change drastically. She also worried about the needles Barbara was getting regularly. Her mother would be giving her the insulin for the first few weeks, but, then, Barbara would be taking over the responsibility. Tamara didn't like the idea of having a daily needle, and she wondered how Barbara would make out.

1. What are some of the changes that are happening to Tamara and Andy?

2. What are some of the changes in Barbara's life?

3. What are some of the changes that will occur in their parents' life?

4. How do you think each feels about these changes?

GRADE 5	4.0 Personal Safety	Lesson 4.1

TOPIC Safety and Strangers

STUDENT OBJECTIVES

The student should be able to:

1. state safety rules to follow for a variety of situations,
2. state rules to follow if approached by a stranger.

SUGGESTED STUDENT ACTIVITIES

- Discuss safety rules to follow at home, at school, and in the community.
- Describe what is meant by a stranger and action to take if a stranger approaches.
- Mark on a neighbourhood map safety routes from home to school.

REQUIRED MATERIALS

- Teaching Support: Letter for Parents (to be sent to parents prior to lesson)
- Safety rules for a variety of situations found on pages 25-37 of Strangers by L. Meeks and P. Heit, Columbus, OH: Merrill, 1984.

RESOURCES

1. Block Parent Teachers' Manual.
2. Meeks, L.B., and P. Heit. Strangers. Columbus, OH: Merrill, 1984.
3. Film: Better Safe Than Sorry (14 minutes)

DESCRIPTION OF LESSON

I. INTRODUCTION

Teacher Background

Talking to students about safe ways to deal with strangers begins with finding out what children already know. Many children have been given warnings about strangers and rules to use regarding strangers. News or media reports about violence, kidnapping, sexual assault, and accidents may have been discussed by the family.

Children need specific information to recognize behaviour that might cause harm or physical assault. They should follow safety rules and use caution with all strangers.

This lesson is introductory to others that deal with sexual assault prevention. While it focuses on strangers, it is important to note that other persons known to the child may also pose a risk by using tricks, bribes or threats.

II. SUGGESTED STUDENT ACTIVITIES

A. Parents

Send a sample letter home to parents and encourage them to review safety rules with their child/children.

B. Being Responsible for Personal Well-Being and Safety

Encourage the class to discuss and share advice and safety rules. Record responses on the blackboard.

Emphasize that a responsible person follows safety rules. Using the book, Strangers, discuss rules to follow:

- in an emergency
- at home
- on the street
- when playing or walking
- at school
- on the telephone
- if lost
- around cars
- when strangers are nearby

C. Strangers

Encourage children to describe a stranger. Emphasize the following:

- A stranger is a person that children and their parent(s) do not know well or at all.
- There are many kinds of strangers around in the local community.
- Strangers do not look alike (they may be men, women, or older children).
- Children cannot tell whether a stranger is kind or harmful by looking at him/her.
- A stranger who may harm a child may make the child feel uncomfortable or use tricks, bribes, or threats.

Explain that some persons may trick children into doing things that do not seem right. Some are mean and may do bad things. It is difficult for adults to cope with bad people and almost impossible for children. Therefore, to be safe, children should follow safety rules and use caution. Discuss safety rules to follow if approached by a stranger.

Children should know that they should run and tell an adult if a threatening stranger is nearby. There are two kinds of support systems that children should use: 1) parents and friends, and 2) community support. This concept will be further developed in later lessons.

D. The class could prepare a neighbourhood map illustrating safe routes to follow to and from school. Mark on the map street names, patrol corners, bus stops, Block Parent homes, fire hall, police station, etc. Each student should be able to trace his/her route to school and identify key safety locations.

E. Show the film, Better Safe Than Sorry. Have students summarize safety rules that they should practice.

III. SUMMARY

Safety rules should become part of each child's repertoire of skills to prevent injury and/or assault from strangers. Responsible children must know and practice personal safety rules.

School _____

Date _____

DEAR PARENTS,

Next week we will begin a short unit on personal safety. It will cover safety rules for a variety of areas at home, at school and in the community. Topics include safety around strangers, common problems of children, appropriate and inappropriate touching, prevention measures, and family- and community-support systems available to children.

We share your concern about the safety of children. Please review with your child the safety measures he/she is learning so as to reinforce his/her lessons. If you have any questions, be sure to call.

Sincerely,

_____ (Teacher)

_____ (Principal)

GRADE 5	4.0 Personal Safety	Lesson 4.2

TOPIC

Family and Community Support Systems

STUDENT OBJECTIVES

The student will be able to:

1. recognize solutions to difficult problems children may encounter,
2. identify examples of family/friend and community support systems and their functions.

SUGGESTED STUDENT ACTIVITIES

- View a film and discuss problems that children may encounter.
- List support people who can protect children.
- Complete a worksheet with parents identifying two examples of people for each support system.

REQUIRED MATERIALS

- Film: Who Do You Tell? (11 minutes)
- Video: Yes, You Can Say No (15 minutes)
- Teaching Support: Whom Can I Tell?

RESOURCES

1. Teachers' script for Who Do You Tell?
2. Meeks, L., and P. Heit. Strangers. Columbus, OH: Charles E. Merrill, 1984.

DESCRIPTION OF LESSON

I. INTRODUCTION

The focus of this lesson is to encourage children to communicate common concerns and problems through the identification, recognition and utilization of their family and community support systems.

Some childhood concerns and problems cannot be solved without intervention of support systems. Children may be confused about whom to tell and may try to deal with a problem in several ways: ignoring it, hiding from people who cause it, hiding the problem, or acting out.

Some problems may include: being lost, finding a fire, knowing of a child (a friend) who has been abused, being approached by a stranger, being offered drugs, witnessing family violence or being its object, being touched inappropriately.

II. SUGGESTED STUDENT ACTIVITIES

A. Ask the class to give examples of common problems that children and youth face. Follow each example with a question: Whom Should You Tell?

Example:

1. A child becomes lost in a shopping mall or on the street. Whom should you tell?

B. Show the film, Who Do You Tell? Emphasize the key points of the film:

1. Children may face difficult problems. It's OK to talk about them.

2. It's important to know who supportive people are. A supportive person is someone with whom a child feels comfortable.

3. Supportive persons are caring persons who do not threaten children. They protect children by helping them solve problems by:

. believing the child,
. listening calmly to the problem,
. reassuring the child that they will help,
. commending the child for having done the right thing,
. protecting the child,
. finding further help for the child.

C. Discuss the two types of support systems that may be needed when difficult problems arise. Identify examples of persons for each type of support system in the local community.

1. Family and Friends Support System: parent, relative, close friend

2. Community Support System: Block Parent, neighbour, teacher, school nurse, doctor, health worker, clergy, child protection agencies (police department, Child and Family Services, fire department)

Discuss ways that children can protect themselves and assume increasing responsibility for their own protection.

I have the responsibility to:

- say "No!" to a person who attempts or commits an offence or tell him/her to Stop;
- tell a person from my support system if anyone attempts or commits abuse;
- keep on telling people from my support system until the problem stops;
- respect my body as private.

D. Have children complete a worksheet at home with parents that identifies at least two examples of support persons for each category.

III. SUMMARY

Children must rely on caring adults to protect them from, or assist them with, difficult problems. Children need to recognize that problems should be reported to persons in their support systems. It is important for children to know how to protect themselves and practice preventive behaviour.

WHOM CAN I TELL?

WHOM CAN I TELL: FAMILY AND FRIENDS

Name _____

Address _____

Phone _____

WHOM CAN I TELL: FAMILY AND FRIENDS

Name _____

Address _____

Phone _____

WHOM CAN I TELL: COMMUNITY SUPPORT PERSON

Name _____

Address _____

Phone _____

WHOM CAN I TELL: COMMUNITY SUPPORT PERSON

Name _____

Address _____

Phone _____

GRADE 5	4.0 Personal Safety	Lesson 4.3

TOPIC Sexual Assault Prevention

STUDENT OBJECTIVES

The student will be able to:

1. recognize some behaviour of sexual offenders,
2. identify responsible behaviour related to the prevention of sexual exploitation.

SUGGESTED STUDENT ACTIVITIES

- Participate in a lecture and discussion about sexual offenders in relation to: touch, untrustworthy behaviour, and bribes and threats.
- Identify a child's right to prevention of sexual exploitation.
- Discuss responsible behaviour related to prevention of sexual exploitation.

REQUIRED MATERIALS

- Manitoba Guidelines on Identifying and Reporting a Child in Need of Protection (Including Child Abuse). Winnipeg: Manitoba Government, 1989.

RESOURCES

1. Video: Yes, You Can Say No (15 minutes)
2. Sexual Offences Against Children (Badgley Report). Vol. I, Vol. II, and Summary. Ottawa: Minister of Supply and Services, Canada, 1984.
3. Community support groups
4. Pamphlet: "The Secret Life of the Silver Horse." Department of Justice, Canada.

DESCRIPTION OF LESSON

I. INTRODUCTION

Sexual assaults against and sexual interference with children are crimes. The Badgley Report states that crimes involving sexual abuse of children are occurring at an increasing rate in Canadian society. It is important for children to recognize abuse situations and know what to do to protect themselves and prevent such acts from occurring.

A child has the right to be protected from sexual assault. Sexual assault may be in the form of a "confusing touch," an invitation to touch someone sexually, bribes and threats (i.e., having to touch someone sexually), or an exposure to someone who performs an indecent sexual act.

Schools should have an established protocol to follow regarding reporting such incidences. It is a teacher's legal responsibility to report a perceived exploitation.

DESCRIPTION OF LESSON

Many children have not been prepared to resist a sexual advance from someone they may know and trust.

II. SUGGESTED STUDENT ACTIVITIES

A. Discuss that the lesson will focus on aspects of sexual assault and its prevention. Tell the students that sexual assault can be discussed in terms of touching, untrustworthy behaviour and bribes and threats. Tell the students that "Some people may behave in ways that are mean or bad, and don't seem right. Sexual assault occurs when someone older or more powerful touches you and makes you touch him or her or look at his or her private parts when you don't want to. Being exposed to indecent language or pictures is also considered a form of sexual assault. Often this person is someone known to you and is a trusted person." Then state, "Sometimes people will behave in ways that don't seem right, and I want you to know what to do to prevent you from being hurt or tricked."

1. Touch

"Everyone likes to be touched. Good touches like hugs, patting a kitten, holding hands, feel good, that is, friendly, safe, cozy, warm. Bad touches feel bad, like pinches, hard or long tickling, squeezing, hitting."

Tell the students that, "Some parts of your body are private. No one has the right to touch your body in any way that makes you feel mixed up or tricked. The reproductive parts of the body are covered by underwear or a bathing suit. This is a private zone. No one has the right to touch you there."

Sexual assault is a kind of touch that makes a child feel bad or confused.

Good Touch ——————————————— Bad Touch
Confusing Touch

"Someone touches you or makes you touch him or her. You feel mixed up or tricked about the touching."

Provide concrete examples such as:

a) "Someone might tease you and watch you bathe when you don't want him or her to."

b) "Someone might force you to kiss him or her when you don't want to."

c) "Some older person might want you to look at his or her private parts."

d) "Someone might want you to let him or her touch your penis or vulva."

2. Behaviour of Untrustworthy People

Children will want to discuss who would commit sexually exploitive acts. Emphasize that usually that person is someone who is known to the child.

Children must tell another adult if they feel uncomfortable about anyone, or if anyone--friend of the family, another family member, older child, babysitter--does something that confuses them. This may include: feeling tricked, violating body rights, being exposed to indecent language or pictures.

3. Bribes and Threats

Often these people will try to trick or bribe children to do something they are not supposed to do. Bribes usually must be kept secret. An older person may threaten the child with punishment if he/she tells. Secrets may be used to trick children into keeping information from their parents.

Examples:

Bribe: "I'll let you stay up and watch TV until 10:30 if you undress me."

Secret: "Let's keep this our little secret."

Threat and Secret: "If you don't keep this our secret..."

B. Prevention: Rights and Responsibilities

Discuss how children can be more responsible for health and personal safety.

1. Children have the right to be protected against sexual exploitation and decide who may touch them.

. No one has the right to trick, bribe or force a sexual contact on a child.

. Children should be able to recognize their own feelings about types of touches and respect their bodies as private.

2. Children have a responsibility to protect themselves from exploitation and know how to deal with problems.

a) What Can I Do to Prevent Exploitation?

1. Recognize potentially unsafe situations and discuss how to solve problems.
2. Recognize bribes, secrets, gifts, threats.
3. Recognize feelings: good, bad, confusing.
4. Respect the body as private.
5. Avoid talking to strangers.
6. Tell parents (trusted persons) of your whereabouts.
7. Don't frequent isolated places.
8. Don't be isolated with a person not trusted.
9. Follow safe routes in the neighbourhood.
10. Know community services in the local community.

b) What Do I Say if Exploitation Occurs?

Say "NO" or "STOP" loud and clear to a person who attempts to commit a sexual offence. Then run to an adult for help. Do not keep sexual exploitation a secret.

c) Whom Do I Tell if Exploitation Occurs?

1. Trusted members of families and friends and community support groups should be identified and located in the neighbourhood. Children should know that they should continue reporting the exploitation until it stops.

2. Teacher/Principal - teachers have a responsibility to assist any student if exploitation occurs or is probable.

3. Teachers may want to use the video, Yes, You Can Say No, to discuss "bad feelings" and how to resolve the situation.

DESCRIPTION OF LESSON

III. SUMMARY

It is against the law in Canada to sexually assault a child. In other words, a child has the right to be protected from sexual exploitation. Teachers have a legal responsibility to assist any child that may appear to be exploited and follow established protocol at the local school level.

Manitoba Guidelines on Identifying and Reporting a Child in Need of Protection (Including Child Abuse)

These revised guidelines incorporate amendments made to The Child and Family Services Act (The Act) in June 1989. The amendments were necessary to clarify and strengthen child protection legislation.

The guidelines are intended to assist professional and lay persons in carrying out their responsibilities under The Act to protect children through early identification and reporting. They reflect a strong commitment by the Manitoba Government to ensure children are protected through effective delivery and coordination of services.

The Ministers of Family Services, Education and Training, Health and Justice, have jointly issued these guidelines in recognition of the need for a multi-disciplinary team approach to respond to child protection and child abuse. They explain obligations under The Act to report a child in need of protection and outline the steps to be followed by the various disciplines involved in the investigation and management of child protection and child abuse cases.

There are four parts to the guidelines:

- **Part I: Child Protection**
  Explains the meaning of "a child in need of protection" and the legal obligations to report a child in need of protection.
- **Part II: Child Abuse**
  Discusses abuse as a major protection issue and the reasons for children needing protection.
- **Part III: Abuse Investigations**
  Outlines procedures in the investigation of abuse cases.
- **Part IV: Disclosure**
  Explains requirements for disclosing information about a situation involving a child in need of protection.

It is our hope that these guidelines will ensure the needs of children in need of protection are met and, wherever possible, families can be kept together with the continued support of all involved.

Original dated at the City of Winnipeg, in the Province of Manitoba this fourth day of December, 1989.

Minister of Family Services

Minister of Education and Training

Minister of Health

Minister of Justice

Manitoba

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PART I: Child Protection

In Manitoba it is everyone's legal obligation to protect children. This responsibility involves identifying and reporting a child who is or might be in need of protection.

1. Definition

Subsection 17(1) of The Child and Family Services Act defines a child in need of protection ... *where the life, health or emotional well-being of the child is endangered by the act or omission of a person.* The intent of the legislation is to ensure appropriate steps are taken to protect children in need of protection regardless of the circumstances.

2. Identifying A Child In Need Of Protection

Subsection 17(2) of The Act lists examples of situations where a child ought to be considered in need of protection. The list provides legal criteria to assist in identifying such children. The Act states a child is in need of protection where a child

(a) is without adequate care, supervision or control;

(b) is in the care, custody, control or charge of a person

(i) who is unable or unwilling to provide adequate care, supervision or control of the child, or

(ii) whose conduct endangers or might endanger the life, health, or emotional well-being of the child, or

(iii) who neglects or refuses to provide or obtain proper medical or other remedial care or treatment necessary for the health or well-being of the child or who refuses to permit such care or treatment to be provided to the child when the care or treatment is recommended by a duly qualified medical practitioner;

(c) is abused or is in danger of being abused;

(d) is beyond the control of a person who has the care, custody, control or charge of the child;

(e) is likely to suffer harm or injury due to the behaviour, condition, domestic environment or associations of the child or of a person having care, custody, control or charge of the child;

(f) is subject to aggression or sexual harassment that endangers the life, health or emotional well-being of the child;

(g) being under the age of 12 years, is left unattended and without reasonable provision being made for the supervision and safety of the child; or

(h) is the subject, or is about to become the subject of an unlawful adoption under section 63 or of an unlawful sale under section 84.

3. Reporting A Child In Need Of Protection

The Act also requires a person to report a child in need of protection to an agency or a parent or guardian. An agency means a child and family services agency. Subsection 18(1) of The Act states ... *where a person has information that leads the person reasonably to believe that a child is or might be in need of protection ..., the person shall forthwith report the information to an agency or to a parent or guardian of the child.* The key words in understanding the legal obligation to report are "reasonably to believe". The obligation to report is based on what a reasonable person ought to do in a given situation. While reporting a child in need of protection is mandatory, some discretion is required in deciding on whether or not the child is or reasonably might be in need of protection.

4. Duty Of Professionals

The duty to report applies even where the person has acquired the information through the discharge of professional duties or within a confidential relationship. Subsection 18(2) of The Act, however, excludes information shared between a lawyer and client.

5. Reporting To A Parent Or Guardian

This provision recognizes parents as the primary protectors of children for the vast majority of children in society. Often notifying a parent will ensure the protection of a child and no further action will be necessary.

6. Reporting To An Agency Only

There are situations, however, where a person must notify an agency only. The Act states:

18(1.1) where a person ...

(a) does not know the identity of the parent or guardian of the child;

(b) has information that leads the person reasonably to believe that the parent or guardian

(i) is responsible for causing the child to be in need of protection,or

(ii) is unable or unwilling to provide adequate protection to the child in the circumstances; or

(c) has information that leads the person reasonably to believe that the child is or might be suffering abuse; subsection (1) does not apply and the person shall forthwith report the information to an agency.

7. Continuing Responsibility

Subsection 18(1.1) of The Act also places a continuing obligation on a person to report a child in need of protection to an agency where, in the course of notifying a parent or guardian, the person finds the parent or guardian unable or unwilling to provide adequate protection to the child.

8. Informants Protected

Under section 18.1 of The Act, no action lies against a person for reporting a child in need of protection in good faith. Furthermore, the identity of the reporting person is not disclosed to the family of the child except as may be required in the course of a judicial proceeding.

PART II: Child Abuse

Child abuse is a grave and often self-perpetuating problem which knows no social barriers. It is a major cause for concern and reason for reporting a child in need of protection. Its significance is recognized in The Act through provisions which define abuse and set out special procedures for reporting, investigating and managing cases of suspected or alleged abuse.

1. Definition

Under section 1 of The Act "abuse" means *an act or omission of a parent or guardian of a child or of a person having care, custody, control or charge of a child, where the act or omission results in*

(a) physical injury to the child;
(b) emotional disability of a permanent nature in the child or is likely to result in such a disability; or
(c) sexual exploitation of the child with or without the child's consent;

2. Legislative Intent

Abuse is limited to an act or omission by a person who has the "care, custody, control or charge of a child". The focus is on situations involving a parent, guardian, teacher, babysitter, day care worker, coach, group leader or anyone in a position of trust with the child.

3. Identifying Child Abuse

The Act refers to three conditions or types of abuse - physical injury, emotional disability of a permanent nature and sexual exploitation with or without a child's consent. Where one or more of these conditions exists as a result of an act or omission of a parent, guardian or other care provider, the child ought to be considered as suffering abuse and the matter must be reported to an agency. Abuse involves both factors - the condition of the child and an act or omission of a care provider.

4. Reporting Child Abuse

Subsection 18(1.1) of The Act requires a person to report a child who is abused or is in danger of being abused to an agency. Once the situation is reported, the agency is responsible for taking action to protect the child, contacting the police, arranging a medical examination and informing the parent or guardian.

5. Indicators Of Abuse

Professionals and lay persons involved in working with or caring for children are encouraged to learn about the physical and behavioural indicators of abuse. These indicators are listed in the child abuse protocols published by the province in cooperation with medical practitioners, nurses, teachers and others. The protocols include indicators for physical, sexual and emotional abuse.

6. Past Abuse

The phrase "is abused" applies to the past as well as the present. Abuse that may have occurred in the past is reported to an agency where the person having this information reasonably believes the child is currently in need of protection.

7. Aggression And Sexual Harassment

Physical injury or sexual exploitation of a child caused by a person who does not have the care, custody, control or charge of the child is not abuse. Nevertheless, a child might be in need of protection as a result of the actions of a "third party". Reporting an incident to an agency is not necessary unless subsection 18(1.1) of The Act applies (see No. 5 under Child Protection above). Where an agency is not notified, a parent or guardian must be informed where a person reasonably believes a child is in need of protection. The police may also be contacted where the reporting person believes an offence has been committed under the Criminal Code.

8. Reporting Criteria

Clause 17(2)(f) of The Act refers to aggression or sexual harassment that endangers the life, health or emotional well-being of a child. Factors which may be considered in deciding whether to report include:

Aggression:
- age discrepancy
- size discrepancy
- persistence
- use of weapons
- severity

Sexual Harassment:
- age discrepancy
- use of violence
- persistence
- severity

These criteria are explained in more detail in Manitoba's professional protocols on child abuse.

PART III: Abuse Investigations

Child abuse investigations require close collaboration by all those involved. Although agencies have the primary responsibility under The Act, the police and medical facilities are also involved in the investigation of physical and sexual abuse cases. To ensure the best course of action is taken in every case, there shall be mutual sharing of all relevant information by the agencies and professionals involved in the investigation and treatment process.

1. Agency Investigations

The Act requires an agency to immediately investigate a report that a child is or reasonably might be in need of protection. In addition, where an agency receives a report of suspected or alleged physical or sexual abuse, Manitoba Regulation 60/86 states:

3(2) On receipt of a report or referral of suspected or alleged abuse which may have resulted in physical injury to or sexual exploitation of a child, an agency shall

(a) where there is a preliminary opinion that serious physical injury or sexual exploitation of the child has occurred, immediately arrange for a medical examination of the child allegedly abused and, where believed necessary, any other child in the family, by a duly qualified medical practitioner or at a medical child abuse facility;

(b) consult immediately with the local police as to the particulars of the case; and

(c) continue the confidential and mutual sharing of all relevant information with the police, medical and hospital professionals, and other agencies or professionals involved in the investigation and treatment of the case, to ensure the best course of action is taken.

2. Police Investigations

Where the police receive information of suspected or alleged physical or sexual abuse, they shall immediately report the situation to and consult with an agency. They are also expected to review the case and, where deemed necessary, carry out an investigation to determine whether an offence may have been committed under the Criminal Code or the Child and Family Services Act. The police may refer the matter to the Crown Attorney for consultation or the laying of a charge.

3. Medical Examinations

Where a medical practitioner or other health care professional receives information of suspected or alleged abuse or, on examination of a child, suspects physical or sexual abuse, the practitioner or health care professional shall immediately report the incident to and consult with an agency and the local police. They are also expected to ensure diagnostic tests necessary to confirm the abuse are carried out.

4. Medical Consultation

The medical practitioner is responsible for detecting and confirming whether abuse has occurred through accurate diagnosis done as expeditiously as possible. This responsibility applies to all types of abuse - physical, sexual and emotional. Where necessary for an accurate diagnostic workup, the medical practitioner is able to consult with or refer a child to the Child Protection Centre, Children's Hospital or to another recognized medical child abuse unit.

5. Emotional Abuse

While suspected or alleged emotional abuse may not require police intervention or medical corroboration, an agency may need to collaborate with the police, medical facilities and others in gathering evidence to establish a serious and persistent pattern of abuse likely to cause emotional disability of a permanent nature.

6. Agency Child Abuse Committees

The Act and regulations set out specific procedures to be followed in the management of child abuse cases. Subsection 19(1) of The Act requires agencies to establish child abuse committees to review cases of child abuse. Manitoba Regulation 227/87 prescribes the composition of agency committees as follows:

3.1(2) ... every committee shall consist of the following persons:

(a) the agency child abuse coordinator or alternate;

(b) a duly qualified medical practitioner employed, retained or consulted by the agency to review agency child abuse cases;

(c) a representative of the local police;

(d) a teacher or other representative of the local school division operating within the agency boundaries; and

(e) an agency board member or agency staff member other than the child abuse coordinator or alternate.

PART IV: Disclosure

1. Reporting Of Conclusions

Conclusions refer to what action was taken, not to the sharing of detailed findings or of confidential information to persons who do not need to know such information. Where an agency concludes that a child is in need of protection, the agency is required to disclose the results except where a criminal investigation is pending. The Act states:

18.4(2) ... where an agency concludes, after an investigation ... that a child is in need of protection, the agency shall report its conclusions

(a) to the parent or guardian of the child;

(b) where there is no parent or guardian of the child, a person having full-time custody or charge of the child;

(c) to the person, if any, who is identified by the investigation as the person who caused the child to be in need of protection;

(d) in the case of a person under clause (c) whose employment

(i) involves the care, custody, control or charge of children, or

(ii) permits unsupervised access to children,

to the employer or to the manager or supervisor at the place of employment;

(e) where the child attends school, to the principal of the school or the superintendent of the school division in which the school is located;

(f) to the child where, in the opinion of the agency, the child is capable of understanding the information and disclosure to the child is in the best interests of the child; and

(g) to the person who reported the information that gave rise to the investigation, except where disclosure is not in the best interests of the child.

2. Restrictions On Disclosure

Subsection 18.4(3) of The Act states an agency is not to report its conclusions where a criminal investigation is pending. This provision requires an agency to consult with the police before disclosing information. The intent is to avoid creating difficulties for the police in any criminal investigation.

3. Confidentiality

Subsection 76(3) states a record made under The Act is confidential. No person shall disclose or communicate information from the record except as provided for in The Act. Information may be shared to protect a child.

4. Reporting Of Professionals

Where a person's employment involves the care and supervision of children, and that person may have caused a child to be in need of protection or failed to report a child in need of protection, an agency shall report the name of the person to the Director of Child and Family Services. This may occur prior to the completion of an investigation. Under subsection 18.2(1) of The Act, the director may report the person to a professional society or association or regulatory organization of which the person is a member where the director has reasonable grounds to believe the person has caused a child to be in need of protection or has failed to report a child in need of protection.

5. Professional Organizations To Investigate

A professional organization or association or regulatory body, on receiving a report from the director (see No. 2 above), is required under subsection 18.2(2) of The Act to investigate the matter for the purpose of determining whether the professional status of the person ought to be reviewed or disciplinary proceedings commenced against the person.

6. Reporting Of Charge

Where a person's employment involves the care of or unsupervised access to children, and that person is charged with an offence under the Criminal Code or The Child and Family Services Act, the police are required under subsection 18.4(4) of The Act to immediately advise the person's employer that the accused person has been charged. No information is shared other than the fact of the charge. The employer is responsible for discussing the matter with the accused person and for taking appropriate action.

7. Provincial Child Abuse Registry

The Director of Child and Family Services is required by the Act to maintain a child abuse registry. Its main purpose is to help agencies protect children. Agencies must report to the Director for entry in the registry only after an investigation has been completed and the strict requirements of the Act are met. The names of an abused child or an abuser can be entered only where there has been a conviction, where the child has been found in need of protection on the basis of abuse or where a recommendation of an agency abuse committee has been received by the Director. Where entry on the registry is recommended by agency abuse committee, persons to be listed have a right to be notified and to object to the listing. Access to and removal of names on the registry is prescribed by legislation.

GRADE 5	5.0 Promoting Positive Lifestyle Practices	Lesson 5.1

TOPIC

Promoting Positive Lifestyle Practices

STUDENT OBJECTIVES

The student will be able to:

1. identify practices that promote well-being and increase responsibility for healthful living.

SUGGESTED STUDENT ACTIVITIES

- Complete a worksheet, Healthy Ways: En Bonne Santé.
- Set a health goal and record progress for a time period.

REQUIRED MATERIALS

- Teaching Support: Healthy Ways: En Bonne Santé
- Teaching Support: My Plan to Improve My Health
- Teaching Support: Letter for Parents

RESOURCES

1. Dinkmeyer, D., and G. McKay. Parents' Handbook: Systematic Training for Effective Parenting. Circle Pines, MN: American Guidance Service, 1983.

DESCRIPTION OF LESSON

I. INTRODUCTION

This lesson serves as a review of the unit.

II. SUGGESTED STUDENT ACTIVITIES

A. Have students complete the Healthy Ways: En Bonne Santé worksheet. Discuss the importance of practicing positive health behaviour.

Discuss the importance of being encouraged to set and work toward positive health goals. Make a class list of acts and words that encourage individuals to reach goals.

B. Have students complete the lifestyle worksheet and set a health goal to follow. Encourage students to take worksheets home and discuss them with their families.

III. SUMMARY

Encourage students to practice behaviour that promotes health as well as growth and development. Plan an evening to discuss the program with parents. A sample letter is provided.

HEALTHY WAYS: EN BONNE SANTÉ

	I Am Doing This More ( )	I Am Doing This Less ( )	I Am Doing This About the Same ( )
I recognize a Block Parent Sign.			
I know what to do if a stranger approaches.			
I know two community support persons.			
I know two caring friends/family members who would help me.			
I try to use correct names for my body.			
I practice respect for family and friends.			
I share and help in planning family tasks.			
I take time for fun.			
I talk about my school work with my family.			

MY PLAN TO IMPROVE MY HEALTH

MY HEALTH GOAL ------ SELECT A HEALTH GOAL YOU WOULD LIKE TO MAINTAIN OR IMPROVE: WRITE IN THE SPACE PROVIDED:

RECORD YOUR PROGRESS FOR ONE WEEK

WHEN I GIVE TASKS MY BEST EFFORT I FEEL PROUD THAT I AM BECOMING MORE RESPONSIBLE.

TEACHER DIRECTIONS:

It is suggested that students encourage their parents to assist them in working on their health project.

for Lifestyle

5 5.1

GOAL STATEMENT

REASONS TO REACH GOAL:

STEPS TO REACH GOAL:

1.

2.

3.

SUPPORTS NEEDED:

PROGRESS NOTES:

Day 1:

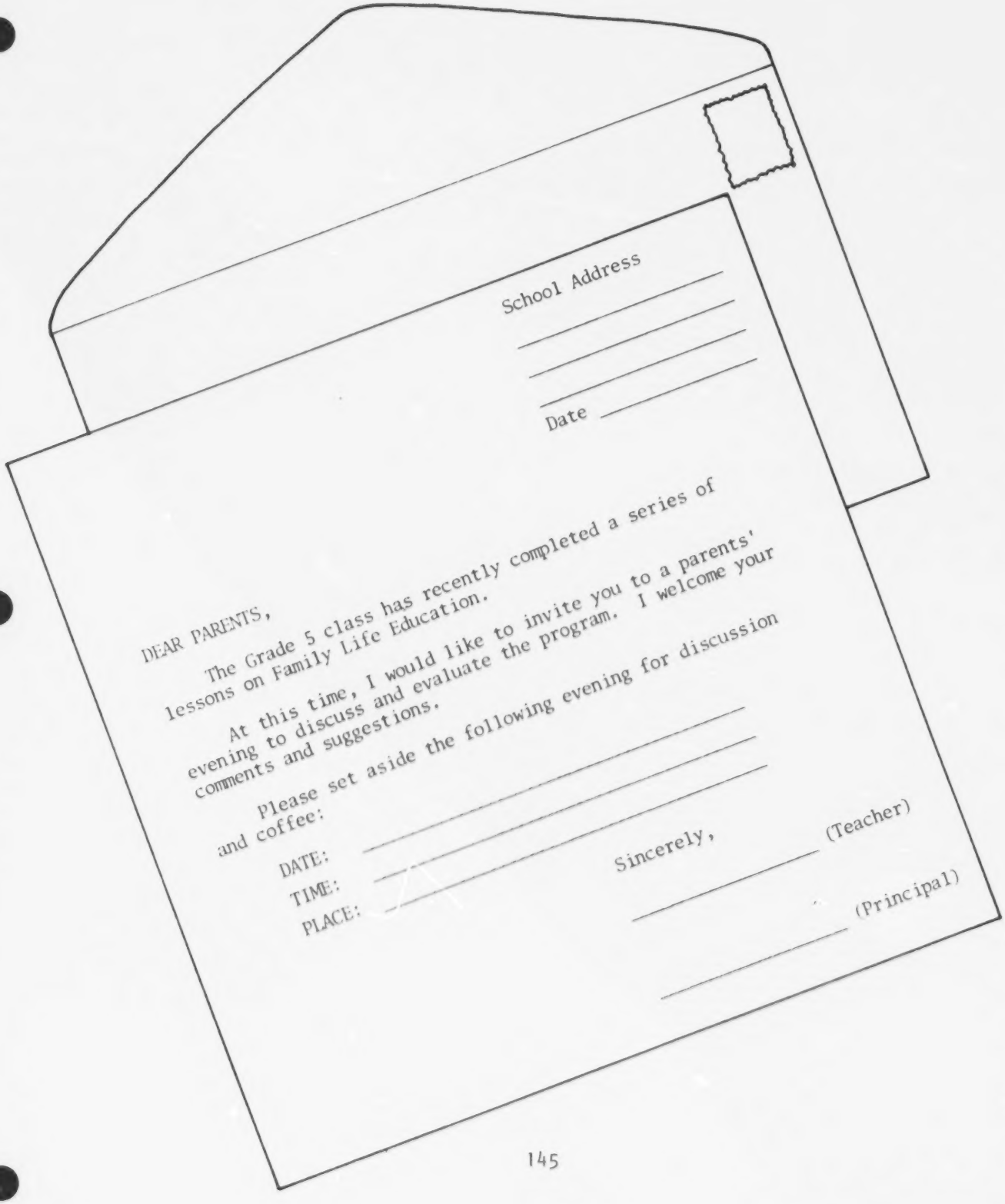
Day 2:

Day 3:

Day 4:

Day 5:

Weekend:


School Address
Date
DEAR PARENTS,
The Grade 5 class has recently completed a series of lessons on Family Life Education.
At this time, I would like to invite you to a parents' evening to discuss and evaluate the program. I welcome your comments and suggestions.
Please set aside the following evening for discussion and coffee:
DATE:
TIME:
PLACE:
Sincerely,
(Teacher)
(Principal)

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FAMILY LIFE EDUCATION AUDIO-VISUAL RESOURCES GRADE FIVE

LESSON	TITLE	TOPIC
1.0	**IMPORTANCE OF FAMILIES**	
1.1	Families: Changing and Growing	Families
2.0	**HUMAN GROWTH AND DEVELOPMENT**	
2.3	There's A New You Coming	Male Reproduction
	Boy to Man	Male Reproduction
2.4	Girl to Woman	Female Reproduction
2.5	Naturally a Girl	Menstruation
2.6	A New Human Life	Fetal Development
	My Mom's Having a Baby	Fetal Development
4.0	**PERSONAL SAFETY**	
4.1	Better Safe Than Sorry	How to Deal with Strangers
4.2	Feeling Yes, Feeling No	Child Safety
	Who Do You Tell?	
4.3	Yes, You Can Say No	Child Safety
Teacher Use	Reading Between the Lines	How to Handle Disclosure

For information on distributors refer to the bibliography, Family Life Education: A Listing of Audio-Visual Resources Available from the Manitoba Education and Training Library. It can be obtained from the Library.